



INTERNATIONAL UNIVERSITY OF SARAJEVO
INTERNACIONALNI UNIVERZITET U SARAJEVU

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ANNUAL PROGRESS REPORT

OF THE INTERNATIONAL UNIVERSITY OF SARAJEVO (IUS)

(Reporting Period: October 2025 – August 2026)

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List of Abbreviations

AIDE - Artificial Intelligence and Data Engineering (Umjetna inteligencija i inženjering podataka)
AI - Artificial Intelligence (Umjetna inteligencija)
AQAS - Agency for Quality Assurance through Accreditation of Study Programmes (Agencija za osiguranje kvaliteta kroz akreditaciju studijskih programa)
ASIIN - Accreditation Agency for Degree Programmes in Engineering, Informatics, Natural Sciences and Mathematics (Akreditacijska agencija za studijske programe iz inženjerstva, informatike, prirodnih nauka i matematike)
BSC - Balkan Studies Center (Centar za balkanske studije)
BTM - Bilgiyi Ticarileştirme Merkezi (Centar za komercijalizaciju znanja)
CC - Curriculum Committee (Komsija za praćenje studijskih programa)
CIP - Centar za informiranje i priznavanje dokumenata iz oblasti visokog obrazovanja
CNS - Center for Advanced Studies (Centar za napredne studije)
CS - Computer Science (Računarske nauke)
EAQUALS - Evaluation and Accreditation of Quality Language Services (Evaluacija i akreditacija kvaliteta jezičkih usluga)
ECTS - European Credit Transfer and Accumulation System (Evropski sistem prijenosa i akumulacije bodova)
EEE - Electrical and Electronics Engineering (Elektrotehnika i elektronika)
ELS - English Language School (Škola engleskog jezika)
ESN - Erasmus Student Network (Erasmus mreža studenata)
EWP - European Without Paper (Evropska inicijativa za digitalnu razmjenu podataka bez papirne dokumentacije)
FLW - Faculty of Law (Pravni fakultet)
FBA - Faculty of Business and Administration (Fakultet menadžmenta i javne uprave)
FENS - Faculty of Engineering and Natural Sciences (Fakultet prirodnih i tehničkih nauka)
FIBAA - Foundation for International Business Administration Accreditation (Fondacija za međunarodnu akreditaciju poslovne administracije)
GBE - Genetics and Bioengineering (Genetika i bioinženjering)
HEA - Agencija za razvoj visokog obrazovanja i osiguranje kvaliteta Bosne i Hercegovine
IFLA - International Federation of Library Associations and Institutions (Međunarodna federacija bibliotečkih udruženja i ustanova)
IRO - International Relations Office (Ured za međunarodne odnose)
IUS - International University of Sarajevo (Internacionalni univerzitet u Sarajevu)
MoU - Memorandum of Understanding (Memorandum o razumijevanju)
NULBiH - Nacionalna i univerzitetska biblioteka BiH (National and University Library of Bosnia and Herzegovina)
OSP - Office of Sponsored Projects (Ured za sponzorirane projekte)
RDC - Research and Development Center (Istraživačko-razvojni centar)
SCC - Student Career Center (Centar za studente i karijeru)
SDG - Sustainable Development Goals (Ciljevi održivog razvoja)
SDO - Strategic Development Office (Ured za strateški razvoj)
SE - Software Engineering (Softverski inženjering)
SIS - Student Information System (Studentski informacioni sistem)
SMB - Strategic Management Body (Tijelo za strateško upravljanje)
SPIUS - Student Parliament of IUS (Studentski parlament IUS-a)
UCO - University Communications Office (Služba za komunikacije)
UHS - University of Health Sciences Türkiye (Univerzitet zdravstvenih nauka Republike Türkiye)
THEQC/YÖKAK - Yükseköğretim Kalite Kurulu (Vijeće za kvalitet visokog obrazovanja Republike Türkiye).

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INTRODUCTION

The *Report on the Implementation of the Action Plan for the Realization of Recommendations for the Improvement of the Quality Assurance System at the International University of Sarajevo (IUS) for the Period 2024-2029* (hereinafter: the Report) has been prepared as a result of the institutional reaccreditation activities of the International University of Sarajevo (IUS) for the period 2024-2029.

On 24 July 2024, the Ministry of Science, Higher Education and Youth of Sarajevo Canton (hereinafter: the Ministry) granted IUS reaccreditation for a five-year period (2024-2029), following a prior recommendation by the *Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina (HEA)*. The Commission composed of national and international experts responsible for quality evaluation and review, as well as for providing recommendations on the accreditation of higher education institutions (hereinafter: the Commission), assessed the level of compliance with each accreditation criterion in its report and provided specific recommendations (hereinafter: the Recommendations) for quality enhancement.

Based on the Commission's Recommendations, the *Action Plan for the Realization of Recommendations for the Improvement of the Quality Assurance System at the International University of Sarajevo (IUS) for the Period 2024-2029* (hereinafter: the Action Plan) was adopted and published on the University's official website within the legally prescribed deadline. The purpose of the Action Plan is to ensure the efficient, comprehensive, and timely implementation of the defined recommendations through clearly established activities, responsibilities, timelines, required resources, and mechanisms for monitoring their implementation.

Although the Report primarily focuses on the implementation of activities carried out during the reporting period, **from October 2025 to August 2026**, their assessment is considered within the broader context of the continuous institutional development of IUS. This includes previously achieved results, activities and processes initiated in earlier periods, as well as future development directions and activities whose implementation and outcomes are expected in the period ahead.

GENERAL OVERVIEW OF THE ACTION PLAN IMPLEMENTATION

From the beginning of the implementation of the Action Plan until the end of the reporting period covered by this Report (August 2026), the International University of Sarajevo achieved a significant level of implementation of the activities and measures defined in this strategic document. Out of a total of 48 planned activities, 21 activities (43.75%) have been completed, while an additional 19 activities (39.58%) are currently being implemented. Overall, 40 activities, representing 83.33% of all planned activities, have either been completed or are actively underway, indicating a high level of implementation of the Action Plan and continuous progress toward the achievement of its strategic objectives.

This assessment is based on the continuous monitoring of activity implementation and internal tracking of the performance indicators defined in the Action Plan, as well as on the minutes of regular meetings of the University management and the Strategic Management Body (SMB), together with analyses of submitted reports and relevant supporting documentation.

A detailed overview of the implementation status of individual activities is provided in Annex, Table 1.

During the reporting period, the University made substantial progress across all key areas covered by the Action Plan, particularly in the areas of strategic internationalization, the development and enhancement of study programmes, strengthening cooperation with relevant stakeholders, enhancing research capacities, and implementing international accreditation and evaluation processes. These included the institutional accreditation process conducted by the Turkish national quality assurance agency THEQC/YÖKAK, as well as the accreditation of study programmes by the German accreditation agency ASIIN. These processes confirmed the alignment of IUS's academic, governance, and quality assurance systems with international higher education standards while simultaneously contributing to the strengthening of institutional capacities, the improvement of academic and administrative processes, and the further development of a culture of continuous quality enhancement across the University.

It is important to note that the implementation of the Action Plan, as presented in this Report, is not assessed solely based on the scheduled deadlines of individual measures or on whether a specific measure was due during the reporting year. The Action Plan represents a multi-year framework for continuous quality enhancement, and many measures are implemented progressively over several reporting periods. Certain activities were initiated in previous years and continued throughout the reporting period, while their full implementation and monitoring of their outcomes will extend into the coming years. Given that the implementation of the Action Plan continues until the end of 2028, several activities and measures remain ongoing, with their completion planned for the remaining implementation period. In some cases, implementation timelines have been adjusted to accommodate objective circumstances, emerging institutional priorities, or the requirements of processes taking place concurrently with the implementation of the Action Plan.

In preparing this Report, the measures and activities were considered as interconnected components of a broader development framework, considering their level of completion, continuity of implementation, achieved results, and contribution to the expected outcomes of the Action Plan. This approach enabled a more comprehensive assessment of the progress achieved during the reporting period, including activities carried over from previous periods, activities implemented in phases, and those whose impact is realized over a longer timeframe. Special attention was paid to the relationship between the activities of the Action Plan and the University's broader processes of institutional development and quality assurance. A significant portion of the implemented activities simultaneously supported the preparation and execution of international accreditation and evaluation processes, thereby integrating the Action Plan into a unified system of strategic quality management.

Accordingly, progress in the implementation of the Action Plan has been assessed not only through the number of activities completed, but also through their outcomes, quality of implementation,

sustainability, and contribution to the enhancement of the institutional quality assurance system. In this context, any adjustments to the implementation timeline of specific activities were not considered deviations from the Action Plan, provided that such adjustments were necessitated by objective circumstances and intended to ensure higher-quality and more sustainable results.

CRITERION 1: QUALITY ASSURANCE

During the reporting period, the quality assurance system at the International University of Sarajevo (IUS) was further strengthened through strategic planning activities, international accreditations, institutional evaluations, and the active involvement of stakeholders. These activities were implemented as part of an integrated process of continuous quality enhancement, aligned with the University's strategic objectives and international higher education standards.

In accordance with the recommendations defined in the Action Plan, the University continued to conduct self-evaluation, institutional monitoring, international evaluation procedures, and accreditation activities. Particular value in this process stemmed from the integration of Action Plan activities with broader institutional initiatives, including the University's institutional accreditation by the Turkish quality assurance agency YÖKAK, the accreditation of study programmes by the international accreditation agency ASIIN, as well as preparations for accreditation procedures conducted by FIBAA and AQAS, and the ongoing accreditation process of study programmes in Bosnia and Herzegovina. These activities were also linked to the further enhancement of the BAS EN ISO 9001:2015 quality management system.

As part of the implementation of the Action Plan, activities were initiated to enhance the E-Campus system with the objective of establishing a more effective digital tool for monitoring quality indicators, tracking the implementation of activities, and supporting institutional reporting. Key performance indicators were defined, user requirements were analysed, and functionalities necessary for systematic quality monitoring were developed. The implementation is being carried out in phases, involving coordination among several organisational units while regular operational and accreditation-related activities continue in parallel. The completion of the planned activities and full deployment of the system are expected by the end of 2026.

Significant attention was also devoted to improving communication with students and enhancing the transparency of quality assurance processes. To this end, amendments were made to the Quality Assurance Rule Book, formally establishing the obligation to communicate the results of student evaluations and the corrective measures undertaken on the course, study programme, faculty, and institutional levels. In line with these amendments, activities were implemented that included the review of student evaluation results by academic staff and relevant academic bodies, the definition of appropriate improvement measures, the planned publication of relevant information through the E-Campus system, the conduct of annual study programme reviews, the development of faculty action plans, and the organisation of meetings with student representatives. These measures further enhanced the transparency of the quality assurance system and ensured that students were informed about how

their feedback had been analysed and incorporated into quality improvement processes at all levels of the University.

An important component of the quality assurance system was the systematic collection and utilisation of feedback from both internal and external stakeholders. Within the framework of preparations for international accreditation procedures, institutional evaluations, and quality enhancement activities, surveys were conducted among students, employees, and alumni. The collected data was used to identify development priorities, improve existing processes, and define subsequent measures aimed at strengthening the quality of the University's operations and services.

At the initiative of the University's new leadership, the existing IUS Strategic Plan 2022-2026 and the Action Plan were reviewed, leading to the launch of activities aimed at refining strategic indicators. The indicators were further specified and aligned with the University's planned activities, while organisational units were instructed to conduct future reporting in accordance with the revised strategic indicators. At the same time, it was agreed that monitoring strategic activities and related reporting would henceforth be conducted through the internal E-Campus system, which will serve as the central platform for monitoring the achievement of strategic objectives and indicators. A risk assessment of the Strategic Plan was also carried out, confirming that the identified risks remain relevant and aligned with the University's strategic priorities. Furthermore, a monitoring framework for the implementation of the Internationalization Strategy Action Plan 2024-2029 was developed to support the systematic tracking of internationalization-related activities. In addition, the *IUS Alumni Engagement Action Plan 2025-2028* was prepared and reviewed, encompassing activities aimed at strengthening the alumni network, supporting career development, enhancing digital engagement, promoting philanthropy, and increasing alumni involvement in the University's governance and development processes. Several important strategic and development documents were also reviewed in draft form, including the *Gender Equality Plan 2025-2027*, the *Guidelines for the Responsible and Ethical Use of Generative Artificial Intelligence*, the *Scientific Research Strategy*, and the *Student Admission Policy*.

Significant progress was achieved under Criterion 1.3 (Internationalization) through the implementation of the IUS Internationalization Strategy Action Plan and the expansion of the University's international partnership network. In addition to strengthening cooperation with existing partners, IUS established collaboration with a number of new universities, development agencies, innovation centers, and research organizations across Europe, creating additional opportunities for the development and implementation of joint and competitive international projects, the enhancement of international mobility, and the strengthening of international research cooperation.

As part of these activities, the University signed 42 new Memoranda of Understanding (MoUs) in 2025, while an additional 12 new partnerships were established in 2026, as of the reporting period. This further expanded the University's network of international and bilateral cooperation and strengthened collaboration with more than 120 partner institutions worldwide. At the same time, the University continued to develop its dual degree programmes, creating additional opportunities for student and staff mobility, the implementation of joint activities, and the enhancement of international academic and research cooperation. These initiatives have made a significant contribution to the achievement of the

University's internationalization objectives and the strengthening of its international visibility and reputation.

In line with the recommendations of international accreditation bodies, particularly ASIIN, the International Relations Office (IRO) initiated activities aimed at improving communication with partner universities to ensure the timely collection of information on curricula and course offerings. These efforts further enhance the process of ECTS credit recognition, reduce administrative challenges associated with mobility, and improve the quality and efficiency of international exchange programmes, thereby making an important contribution to the continued development of the European and international dimensions of education at IUS.

This progress was significantly supported by the Office of Sponsored Projects (OSP) through activities aimed at increasing IUS participation in national and international projects, developing new partnerships, enhancing research infrastructure, and promoting the more active involvement of students and academic staff in research activities. During 2025, a total of 49 project applications were prepared and submitted, while an additional 59 applications were submitted in 2026, as of the end of the reporting period. At the same time, with the aim of strengthening the project development capacities of academic and administrative staff and increasing the success rate of applications to national and international funding calls, OSP organized two training workshops dedicated to project proposal preparation and development in both 2025 and 2026.

Under Criterion 1.4 (Strategy for Scientific Research), a mapping of the University's research capacities was conducted with the aim of identifying existing potential, resources, and research competencies. The results of this mapping provide the foundation for the systematic planning of further research development, the identification of priority research areas, and the strengthening of the University's capacity to prepare and implement more complex research and development projects. To support these activities, the *E-Campus Scholars* module was developed, enabling the systematic collection and analysis of data related to the University's research performance.

The main functionalities of the *E-Campus Scholars* system include the integration of the University's research outputs into a single verified database by drawing on data from ten international databases and repositories, including *OpenAlex*, *Scopus*, *Crossref*, *ORCID*, *SCImago*, and *Google Scholar*, and reconciling this information with internal staff, faculty, and academic self-evaluation records. The system provides an analytical dashboard covering publication and citation trends, h-index values, the share of publications in top-tier journals, research topics, and co-authorship networks. In addition, it generates management reports at the faculty and study programme levels, maintains a searchable public directory of academic profiles, and employs a locally hosted artificial intelligence component to complete missing abstracts and classify publications according to the official *OpenAlex* subject taxonomy. Its primary purpose is to ensure that evaluation, planning, self-assessment, academic promotion, accreditation processes, and submissions to international rankings are based on reliable and independently verified data. In this way, the system supports more effective strategic planning, facilitates the identification of research strengths and development needs, enhances the visibility of the University's research output, and contributes to the continuous improvement of the quality and completeness of research records.

Based on the results of the research capacity mapping, as well as the data and analyses provided through the *E-Campus Scholars* system, the development of the University's Strategy for Scientific Research is currently in its final stage. Approximately 80% of the Strategy has been completed, covering the key strategic directions for the advancement of the University's research activities. The remaining sections are planned to be finalized in the forthcoming period, after which the document will be submitted for formal adoption, thereby establishing a clear and systematic framework for the further development and enhancement of research activities at the University.

Particular attention during the reporting period was devoted to alumni as an important stakeholder group and valuable partners in the University's further development. The Strategic Development Office (SDO), in cooperation with the University Communications Office (UCO), conducted an analysis of alumni needs, expectations, and levels of engagement, based on which priorities were identified for strengthening cooperation and fostering their more active involvement in university life. The findings of the analysis served as the basis for developing new communication and collaboration mechanisms, as well as for preparing the *IUS Alumni Engagement Plan 2025-2028*. At the same time, the development of the IUS Alumni Network continued through various digital platforms and activities aimed at strengthening alumni connections with the University. Communication channels of the IUS Alumni Community were established and actively maintained, including a LinkedIn group with 415 members, a closed WhatsApp community with 218 members, and an Instagram profile with 643 followers. These channels facilitate continuous communication with alumni, enable the sharing of information on projects, events, internships, professional opportunities, and University activities, and contribute to strengthening alumni engagement and their sense of belonging to the IUS community. Additionally, the IUS Benefit Program was launched, establishing more than 15 partnership benefits in the areas of healthcare, wellness, accommodation, and everyday services. At the same time, nearly 800 alumni were issued Alumni Loyalty Cards, creating additional incentives for former IUS graduates to engage more actively in University activities. Further information on alumni-related activities and engagement is also provided under Criteria 8 and 9.

In order to further strengthen stakeholder engagement and ensure greater alignment of study programmes with labour market needs, the University further institutionalized mechanisms for involving external partners through the establishment and operation of Faculty Advisory Boards (FABs) across all faculties. These boards comprise representatives from industry, the public sector, academia, and other relevant organizations, and their role is to provide expert recommendations for the enhancement of study programmes, align learning outcomes with the requirements of the contemporary labour market, and identify opportunities for joint projects, internships, and other forms of cooperation. In parallel, the *Request Form for Curriculum Changes* was enhanced to enable the systematic documentation of stakeholder proposals and initiatives within curriculum development and review processes. These measures further strengthened the transparency of decision-making processes, promoted a participatory approach to quality management, and reinforced the alignment of academic content with contemporary professional and societal needs.

The Strategic Development Office (SDO) played an important coordinating role in the implementation of student surveys, the analysis of student performance, curriculum review processes, international accreditation activities, and the implementation of quality enhancement measures. Through these

activities, the SDO continued to provide professional and advisory support to all organizational units of the University, promoting evidence-based decision-making grounded in relevant data, quality indicators, and stakeholder feedback.

An additional contribution to the enhancement of the quality assurance system was achieved through the successful completion of the ISO recertification process of the IUS General Secretariat. Following the internal audit, the 2026 Internal Audit Report and the 2026 Management Review Report were prepared, while recommendations arising from the external audit were incorporated into subsequent quality improvement plans. During the same period, *the IUS General Secretariat Process Map (MAP_QA_GS)* was adopted, providing a systematic representation and integration of key administrative support processes, thereby improving work organization, process transparency, and management efficiency. As a next step, the development of detailed process flow diagrams and the standardization of administrative procedures across the University are planned. Over the medium term, process mapping activities are expected to be extended to key academic operations, including study programme development and teaching processes, with the aim of establishing an integrated institution-wide process management system. To support these initiatives, specialized process mapping software was procured and implemented, enabling the standardized development of process diagrams across organizational units and facilitating more efficient process mapping, monitoring, and management at the University level.

A particularly noteworthy achievement was recorded in October 2025, when IUS was recognized, for the second consecutive time, in the international [SDG Accord Report 2025](#) as an example of good practice in the field of sustainable development. In the Report, IUS was featured for its innovative initiative based on the use of artificial intelligence to systematically map the contributions of curricula and academic staff activities to the Sustainable Development Goals (SDGs). This innovative approach enabled a comprehensive, data-driven analysis of curriculum alignment with sustainability principles while enhancing institutional monitoring and reporting processes. At the same time, it further strengthens the University's quality assurance system and supports evidence-based decision-making. The project also contributed to the more active engagement of academic staff and students in sustainable development initiatives, increased awareness of the University's social responsibility, and enhanced the international visibility and recognition of IUS. This recognition of good practice is directly linked to the achievement of the objectives set out in the Action Plan, particularly in the areas of digitalization, quality enhancement, sustainable development, and international visibility. The inclusion of IUS among examples of good practice confirms the effectiveness of the University's strategic approach and serves as external validation of the progress achieved in the implementation of the Action Plan.

In 2026, additional attention was devoted to enhancing the University's international visibility and positioning in relevant global rankings. The analyses conducted highlighted the need to further strengthen research capacities, internationalization efforts, the promotion of research outputs, and the digitalization of institutional processes. It was concluded that improving the University's international standing requires the continuous and coordinated implementation of existing strategic initiatives and action measures, supported by stronger collaboration among organizational units and the systematic enhancement of institutional visibility.

At the same time, the revision and enhancement of the Code of Ethics is underway, with the aim of further strengthening the institutional framework for the promotion of ethical principles, academic integrity, and responsible conduct among all members of the University community.

The activities implemented during the reporting period demonstrate the continuous advancement of the quality assurance system at IUS and contribute to the strengthening of institutional capacities, international recognition, and the overall quality of the University's operations.

CRITERION 2: DESIGN AND MONITORING OF STUDY PROGRAMMES

During the reporting period, particular attention was devoted to curriculum modernization, the enhancement of teaching methods, and strengthening the alignment of study programmes with labour market needs. In this context, various training sessions and professional development activities were planned and delivered for academic staff with the aim of promoting the use of innovative pedagogical approaches and contemporary teaching methods, thereby further enhancing the quality of the teaching and learning process. To support the systematic development of teaching competencies, a draft *Book of Rules on the Professional Development Planning Procedure at IUS* was also prepared, with the objective of establishing a structured approach to professional development and lifelong learning for University employees.

The process of designing, monitoring, and reviewing study programmes is carried out through formally established procedures that include the analysis of student progression and academic performance, results of student surveys and evaluations, academic reports, feedback from alumni and employers, as well as recommendations issued by national and international accreditation bodies. Based on the collected data, study programmes regularly conduct periodic curriculum reviews to ensure alignment with contemporary academic standards, technological developments, labour market requirements, and intended learning outcomes. This approach facilitates the continuous improvement of course content, teaching methods, and the competencies acquired by students throughout their studies.

Additional support for these processes is provided through international projects, which actively contribute to curriculum modernization and the development of new study programmes. In this regard, the *Jean Monnet Programme* has become an important vehicle for curriculum enhancement at the International University of Sarajevo, enabling the systematic integration of EU-related content across diverse fields of study. Through modules such as *ECS4BIH*, which embeds EU cybersecurity strategies and policy frameworks into interdisciplinary courses for both Social Sciences and Humanities and STEM students, *EES*, which introduces EU energy security and sustainability topics into International Relations and Political Science curricula at Bachelor's, Master's, and PhD levels, and *WELL-BIH4EU*, which brings together Psychology, Management, Economics, Finance, Visual Arts and Communication Design, and Political Science to explore sustainable consumption and consumer well-being through an EU lens, IUS has been able to expand and diversify its academic offerings well beyond what existing programs traditionally cover. These modules not only introduce entirely new, EU-focused courses but also enrich established

curricula by weaving EU principles, policies, and comparative perspectives into existing coursework through guest lectures and cross-disciplinary content. As a whole, the Jean Monnet Modules strengthen the university's capacity to teach and research EU subjects, foster dialogue between academia, policymakers, industry, and civil society, and position IUS as a regional hub for EU studies, all while preparing students in Bosnia and Herzegovina, an EU candidate country, to understand and engage with the Union's values, standards, and policy frameworks as the country progresses on its path to EU integration.

The establishment of the Faculty of Medical Sciences (FMS) and the launch of the Medicine and Dental Medicine study programmes significantly enhanced the University's academic portfolio. Through the development of new curricula, the establishment of international cooperation with the University of Health Sciences Türkiye (UHS), and the introduction of a dual-degree model, the University's capacities for teaching, research, and the internationalization of study programmes have been further strengthened.

The University's academic staff maintain continuous collaboration with industry representatives and other relevant stakeholders, ensuring that the development and enhancement of study programmes remain aligned with the needs of the professional community and labour market. In line with recommendations arising from international accreditation processes, the University conducted an analysis of existing practices for consulting industry partners and students in the development and review of study programmes. The analysis confirmed strong cooperation with industry and well-established mechanisms for the regular collection of student feedback. At the same time, it identified opportunities for further improvement, particularly in the formalization and documentation of consultation processes and in the more systematic monitoring of the implementation and impact of stakeholder recommendations.

As a result of recommendations stemming from international accreditation processes and the University's ongoing efforts to align with European higher education standards, IUS enhanced the content of the *Diploma Supplement* during 2026. The revisions included the incorporation of programme learning outcomes and grade distribution data, ensuring full compliance with the ECTS Users' Guide. As a result, students, employers, and international institutions are provided with a clearer understanding of graduates' competencies, qualification levels, and academic achievements. This activity represents a direct implementation of international accreditation recommendations and makes a significant contribution to enhancing transparency, the international recognition of qualifications, and compliance with the ESG Standards and Guidelines.

Particular attention was devoted to strengthening student participation in the development, monitoring, and enhancement of study programmes. In this context, an evaluation of existing student communication mechanisms was conducted, and activities were identified to further increase student engagement through cooperation with the IUS Student Parliament (SPIUS). Collaboration between SPIUS, the Strategic Development Office (SDO), deans, and other relevant University bodies were further intensified through regular meetings dedicated to discussing student initiatives, proposals, and feedback. At the same time, procedures for the development and revision of study programmes were reviewed with the aim of ensuring more active student involvement in the creation of new curricula and the enhancement of existing ones. Faculties and study programmes strengthened their feedback collection mechanisms

through student surveys, focus groups, workshops, meetings with student representatives, and other consultative activities. In addition, a practice was established of forming consultative student groups and panels comprising students from different study cycles, who regularly provide suggestions and feedback on course content, curriculum relevance, teaching methods, and other aspects of the student learning experience. The information collected through these mechanisms serves as an important source of evidence in decision-making processes related to curriculum revision and programme enhancement.

A further milestone was achieved in mid-2026 through the formalization of the participation of SPIUS representatives as voting members of the *Curriculum Committee*, thereby directly integrating the student voice into study programme development processes. In addition, during meetings of the Strategic Management Board (SMB), the establishment of a dedicated mechanism for monitoring SPIUS activities was proposed through regular reporting to the SMB at least twice annually. These activities contributed to strengthening dialogue with students, enhancing the participatory approach to quality management, and ensuring their more active involvement in decisions related to the quality of study programmes and the overall student experience.

An important component of study programme development is reflected in the activities implemented as part of international accreditation processes. Based on recommendations issued by ASIIN expert panels, initiatives were launched to strengthen the practical dimension of study programmes. As a concrete outcome, the Genetics and Bioengineering study programme revised its graduation project component by increasing its value from 6 to 12 ECTS credits and restructuring it into two separate courses, *Graduation Project I* and *Graduation Project II*. In parallel, an analysis was initiated to explore opportunities for enhancing graduation projects and internship components across other study programmes within the Faculty of Engineering and Natural Sciences (FENS), with the aim of further strengthening students' practical competencies.

In line with contemporary trends in higher education development, activities were initiated within the Artificial Intelligence and Data Engineering (AIDE) study programme to further integrate topics related to ethics, the responsible use of artificial intelligence, and social responsibility into the curriculum. Plans include the enhancement of existing course content as well as the consideration of additional topics and modules focusing on AI ethics.

Within the Architecture study programme, activities were implemented to strengthen curriculum content related to urban design, spatial planning, and the socio-cultural context of the architectural profession. Particular emphasis was placed on developing cooperation with public institutions and involving students in projects addressing real-world urban development challenges, thereby further enhancing the practical dimension of education and strengthening the programme's connection with community needs.

During preparations for international accreditation procedures, learning outcome matrices, competency frameworks, and curriculum mapping for all study programmes were further enhanced. These activities contributed to more effective monitoring of the alignment between intended learning outcomes, course content, assessment methods, and the expected competencies of graduates. At the same time, the University continued expanding its portfolio of elective courses, particularly in the second and third cycles

of study, providing students with greater flexibility and opportunities to personalize their academic pathways.

During the reporting period, the Faculty of Law (FLW) continued implementing activities aimed at enhancing the quality of its study programmes and strengthening cooperation with key stakeholder groups. In response to labour market needs and contemporary trends in legal education, several new elective courses were introduced, including Introduction to Islamic Law, Special Legal Topics, Information Technology Law, Migration Law, Foreign Direct Investment Law, and others. In addition, internship training was incorporated as a programme elective course. The Faculty further strengthened cooperation with external partners by initiating collaboration agreements with institutions and organizations such as the Agency for Labour and Employment of Bosnia and Herzegovina, the Civil Service Agency of Bosnia and Herzegovina, and the Gender Centre of the Federation of Bosnia and Herzegovina, creating additional opportunities for student internships and professional development. A particularly valuable contribution to practice-oriented learning was provided through the continuous participation of students in international moot court and arbitration competitions, which support the development of practical legal skills and contribute to the internationalization of the student learning experience. These activities directly support the implementation of measures aimed at improving study programmes, increasing the involvement of students and employers in curriculum development processes, strengthening practical training, and enhancing cooperation with external stakeholders.

Furthermore, the website of the Student and Career Center was enhanced with new content, including a dedicated section featuring partner companies offering internship opportunities. This has established a centralized and transparent source of information on internship opportunities and the network of organizations cooperating with the University. The initiative, supported by the activities and recommendations of the FABs, contributes to strengthening links between the University and the labour market while creating additional opportunities for students to gain practical knowledge and professional competencies. In the coming period, efforts will focus on further expanding the network of partners and regularly updating information on available internship opportunities. Useful link: [Internship Partner Companies](#).

The activities implemented during the reporting period confirm the University's commitment to the continuous enhancement of study programme quality through systematic monitoring, stakeholder engagement, the implementation of recommendations from accreditation bodies, and alignment with labour market needs. These efforts strengthen the relevance of study programmes and contribute to the development of the competencies required for students' successful professional careers.

CRITERION 3: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

In line with the commitment of the IUS to the continuous enhancement of student-centred learning, teaching, and assessment, the activities envisaged under the Action Plan continued throughout the reporting period. As highlighted in the General Overview of the Action Plan Implementation, certain

measures constitute long-term development processes whose implementation requires a multi-year approach, including the continuous monitoring of results and assessment of their impact. For this reason, the implementation deadline for certain activities has been extended until June 2028, while several additional measures are scheduled for implementation by December 2028. To ensure effective monitoring of the Action Plan, the University management assigned the Head of the Strategic Development Office (SDO) the responsibility of preparing and submitting annual progress reports on the implementation of planned activities. As part of the University's ongoing efforts to foster a more student-centred and inclusive environment, a committee was established to develop the Inclusion and Diversity Strategy, while the Student Affairs Office, SPIUS, and the University Communications Office initiated activities aimed at developing a *Study Buddy system* based on the successful model previously implemented by the English Language School (ELS) at IUS. These initiatives form part of a broader institutional commitment to enhancing student experience, providing a higher level of support throughout students' academic journeys, and ensuring equal access to educational opportunities.

As part of measures aimed at improving student experience and advancing internationalization, the *Regulation on Participation in Exchange Programmes* has been made publicly available through the official IUS website, ensuring easy, transparent, and timely access to information on international mobility opportunities for students, academic staff, and other stakeholders. In addition to the availability of relevant regulations, students are continuously provided with administrative and academic support throughout all stages of their mobility experience, including orientation activities, academic advising, and assistance with integration into new academic and social environments.

During the reporting period, the University made significant progress by strengthening international cooperation, expanding its network of partners, and increasing student and staff mobility. A total of 71 incoming and 41 outgoing student mobility exchanges were carried out, while 43 academic staff members and 19 administrative staff members participated in international mobility programmes. In addition, new bilateral partnerships and memoranda of understanding were established, and 31 new Erasmus+ Inter-Institutional Agreements were signed with universities in Türkiye, Poland, Denmark, Germany, Romania, Bulgaria, and Portugal. In parallel, numerous international promotion and student recruitment activities were implemented through digital marketing campaigns, participation in international education fairs, and promotional visits to target markets. As a result of these efforts, 102 contracts were generated for the enrolment of international students, resulting in 94 completed international enrolments. Students were enrolled from more than 25 countries across Europe, Asia, Africa, North America, and the Middle East.

Given its strategic importance, Measure 3.1 (Increase the Number of International Activities) is considered a long-term initiative, with full implementation planned by the end of 2028.

In the coming period, the International Relations Office (IRO) will continue implementing the Internationalization Strategy through the further expansion of Erasmus+ and bilateral cooperation networks, an increase in the number of strategic partnerships and mobility opportunities for students and staff, and continued participation in international education fairs. Further efforts will also focus on enhancing support services for students and employees, strengthening cooperation with the Erasmus

Student Network (ESN) and other support networks, supporting the full functionality of the European Without Paper (EWP) system, and advancing the internationalization of research through the development of new strategic partnerships. To ensure the sustainability of these initiatives, the IRO will continue to strengthen its administrative capacity through the recruitment of additional staff.

Criterion 3.1 (Student-Centred Learning, Teaching and Assessment) through the increasing involvement of students in research projects, scientific publications, and academic conferences. Thanks to projects funded by national and international institutions, students can gain hands-on research experience, work under the supervision of academic staff, and actively contribute to the production of research outputs and scientific publications.

Regarding enhancing student support, IUS has planned the development of an *AI-based Student Buddy system* as an innovative mechanism for supporting students during their transition to and integration into the academic environment. The objective of this system is to provide quick, user-friendly, and continuous access to information on university procedures, administrative processes, academic requirements, campus facilities, and available student services. A particular advantage of this model lies in its round-the-clock availability, which is expected to facilitate the adaptation process, especially for first-year and international students. The *AI Buddy* is envisioned as a complementary rather than a substitute form of support to the existing system of academic advising and professional student services. Whenever students require individualized assistance, expert guidance, or an institutional decision, the system will direct them to the appropriate University offices and staff members. The development and preparation of the chatbot platform are currently underway, with full implementation planned for 2027. The project is expected to significantly improve access to information, enhance the efficiency of student support services, and enrich the overall student experience, representing an important step forward in the digital transformation of student services and the further enhancement of student support at IUS.

The Student and Career Center (SCC) regularly informs interested students about available volunteering opportunities, encouraging their active participation in extracurricular activities and fostering the development of social responsibility. Upon completion of volunteer engagements, students are issued a standardized Certificate of Extracurricular Activities, which may serve as evidence of additional engagement and contribute to the award of additional points in the ranking process for Erasmus+ student mobility programmes. In the coming period, efforts will continue to promote volunteering among students and to ensure the systematic documentation of their participation through standardized certificates.

Overall, the activities implemented under Criterion 3 demonstrate the University's ongoing commitment to enhancing student-centred learning, teaching, and assessment, strengthening student support mechanisms, and advancing the international and inclusive dimensions of education. Despite challenges related to funding, administrative procedures, and staffing capacities, the results achieved indicated in the areas of student support, international mobility, and student engagement, creating a strong foundation for the further development of student experience and the acquisition of competencies relevant to the labour market.

CRITERION 4: STUDENT ADMISSION AND PROGRESSION, RECOGNITION AND CERTIFICATION

As part of the continuous enhancement of admission, student progression, recognition, and certification processes, the University has undertaken a range of activities aimed at strengthening the transparency, accessibility, and quality of procedures related to the recognition of previously acquired qualifications and learning outcomes. Special attention has been given to addressing the recommendation concerning the expansion of rules and procedures for the recognition of qualifications obtained through various forms of learning, including non-formal and informal education.

In this context, a draft of the IUS Lifelong Learning Regulation has been prepared, establishing a comprehensive institutional framework for the organization of lifelong learning programmes and the recognition of previously acquired competencies and learning outcomes. The Regulation defines the types and characteristics of lifelong learning programmes, including non-formal education programmes, micro-credentials, short learning programmes, procedures for the recognition of prior learning, certification methods, and quality assurance mechanisms in this field. Its development has been based on an analysis of relevant European practices and the experiences of higher education institutions in the region, ensuring alignment with contemporary trends within the European Higher Education Area. At the same time, activities have been initiated to establish the institutional framework for the operation of the Lifelong Learning Center, including the development of a dedicated regulation governing the Center's activities and the procedures for the approval of various forms of educational and training programmes. In parallel, a separate regulation is being prepared to govern the procedures for the recognition of micro-credentials and other forms of prior learning. To ensure the transparent and standardized implementation of lifelong learning programmes, draft supporting documentation has also been developed, including templates for certificates, certificate supplements, enrollment records, and the register of issued certificates. The documentation is currently undergoing review and approval by the relevant University bodies, after which the formal prerequisites for the implementation of lifelong learning programmes and micro-credentials at IUS will be fully established.

During the reporting period, the IUS Student Admission Policy was adopted, defining the fundamental principles, procedures, and criteria for the admission of domestic and international students across all study cycles, including dual degree programmes, thereby further enhancing the transparency of the admission process and ensuring its alignment with legal and institutional requirements. At the same time, the University Senate adopted the Rules and Criteria for Application and Admission to Joint Dual Degree Programmes offered in cooperation with partner universities in the Republic of Türkiye, providing a more comprehensive framework governing the admission requirements, eligibility criteria, and selection procedures for candidates applying to dual degree programmes.

At the same time, the University's Legal Office continuously enhanced procedures and the availability of information related to qualification recognition. A dedicated section was established on the University's website providing information on recognition procedures and on the work of the competent Centre for Information and Recognition of Qualifications in Higher Education (CIP). These activities contribute to the

development of a framework for recognizing competencies acquired through various forms of learning and professional development, expand opportunities for more flexible learning pathways, and further strengthen the University's commitment to the principles of lifelong learning.

The implementation of this criterion has also been significantly supported by the introduction of a new information system for the management of academic processes. Through the digitalization of key administrative and academic procedures, more efficient monitoring of student status, admissions, progression, and administrative processes has been enabled, while improving access to information for both students and staff. The system facilitates more accurate record-keeping, reduces administrative burdens, and enhances the quality of student services, thereby further strengthening the principles of transparency and student-centred management of academic processes.

In line with the activities envisaged under Criteria 4.5 and 4.6 of the Action Plan, IUS has continued to strengthen its support mechanisms for students with disabilities and promote an inclusive learning environment. A Student Support Officer within the Student Affairs Office (SAO) continues to coordinate and facilitate support services for students with disabilities, ensuring timely assistance and improved access to University resources and services. Furthermore, a dedicated student support room was established within the SAO, providing a welcoming space for informal meetings, peer interaction, and student gatherings. In addition, to further promote equal opportunities for all students and ensure an inclusive learning environment, the University has approved funding for a specialized training workshop on supporting students with disabilities, to be delivered by an external expert during Mental Health Week in October 2026. Organized in cooperation with the Human Resources Office, the training aims to strengthen the competencies of academic and administrative staff and enhance the University's capacity to provide appropriate support to students throughout the processes of admission, study, qualification recognition, and academic progression.

Overall, the measures implemented under this criterion demonstrate the University's commitment to the further enhancement of its systems for student admission, progression, qualification recognition, and certification. Through the development of an institutional framework for lifelong learning, the improvement of prior learning recognition procedures, the digitalization of academic processes, and the strengthening of inclusive practices, IUS continues to align its operations with European quality standards and the needs of a contemporary higher education environment.

CRITERION 5: ACADEMIC STAFF

In the area of academic staff development and enhancement, IUS continued to implement activities aimed at strengthening the teaching, research, and international competencies of its employees. The University continuously invests in the professional development of academic staff through participation in international projects, mobility programmes, research activities, conferences, seminars, and professional training opportunities. Particular attention was devoted to strengthening the research capacities of academic staff through the expansion of international partnerships, increased participation in project applications and implementation, and the planned development of a Strategy for Scientific Research,

which will enable a more systematic approach to planning and monitoring research activities while contributing to the further advancement of academic excellence.

In accordance with the recommendations of the Action Plan, the system for monitoring the performance and professional development of academic staff was further enhanced through the regular evaluation of the teaching process, the analysis of student survey results, and the monitoring of research achievements. Individual faculty performance evaluations are used as a basis for identifying professional development needs, planning capacity-building activities, and continuously improving the quality of teaching. At the same time, activities were initiated to establish more effective mechanisms for monitoring and utilizing measurable indicators of the effectiveness of training programmes and professional development activities, thereby further improving the objectivity, transparency, and quality of academic staff evaluation processes.

During the reporting period, work continued with the development of the *Book of Rules on the Professional Development Planning Procedure at IUS*, which is currently in the final stage of harmonization prior to submission to the relevant University bodies for adoption. In parallel, several internal human resources policies and procedures were developed and updated, including the revised IUS Induction Policy, the Performance Management Policy and Procedure for Administrative and Technical Staff, the Employee Recognition Policy (Years of Service Awards), and updated procedures governing employee leave entitlements and utilization. These initiatives contribute to the further enhancement of the University's professional development framework, employee support mechanisms, and institutional human resource management practices.

A significant contribution to staff professional development was achieved through Erasmus+ activities, international projects, and cooperation with national and international partners, creating additional opportunities for mobility, joint research, and various forms of professional development. Furthermore, the signing of a cooperation agreement between the Balkan Studies Center (BSC) and the Center for Advanced Studies (CNS) created new opportunities for the implementation of joint research projects, conferences, seminars, workshops, and summer schools. These activities contribute to the exchange of knowledge and experience, the adoption of contemporary educational and research practices, and the strengthening of the professional and research competencies of academic staff.

During the 2025/2026 academic year, IUS further strengthened its role as a hub of academic dialogue and research collaboration through the organization and co-organization of a total of 16 major academic events, including international conferences, congresses, symposiums, professional gatherings, and university-wide academic events. Of these, 13 events were hosted on the IUS campus, while the University served as a formal co-organizer or academic partner in three international events held off campus. The organization of these events provided academic staff with valuable opportunities to engage in international knowledge exchange, expand research networks, and strengthen collaboration with national and international institutions. Furthermore, these activities contributed to enhancing the University's visibility and reputation within the international academic community.

The University also continues to provide active support to faculty members in the preparation and implementation of national and international projects, the organization of professional training programmes, and participation in international conferences. In this context, training sessions were organized on the preparation of competitive Erasmus+ project proposals, further strengthening the project management and research capacities of academic staff. In addition, faculty members and researchers participated in specialized scientific training programmes, laboratory workshops, and professional development initiatives that support the application of contemporary research methodologies and technologies in both teaching and research.

At the same time, the University is working towards establishing the practice of including at least one external member in academic promotion committees, with the aim of further enhancing the transparency, objectivity, and quality of academic promotion procedures. This practice has already been established at the Faculty of Medical Sciences, while its implementation is gradually being extended to other organizational units across the University.

As an additional mechanism for strengthening quality and the professional development of academic staff, IUS has introduced the practice of holding a special Academic Council session dedicated to presenting key institutional achievements and priorities, as well as awarding Certificates of Academic Excellence and recognition to employees. This initiative promotes a culture of quality, recognizes academic achievements, motivates academic staff, and enhances their engagement in achieving the University's strategic objectives, thereby directly supporting the implementation of Criterion 5 related to the development and advancement of academic staff.

These activities, including investments in professional development, international cooperation, research projects, and the enhancement of evaluation and academic promotion systems, demonstrate IUS's continued commitment to strengthening the professional, teaching, and research capacities of its academic staff. At the same time, they contribute directly to the implementation of the Action Plan recommendations in the areas of academic staff development, quality assurance in teaching, and research excellence.

CRITERION 6: LEARNING RESOURCES AND STUDENT SUPPORT

Throughout the implementation period of the Action Plan, IUS continued to invest intensively in the enhancement of learning, teaching, and research resources through ongoing development of its educational and research infrastructure. The objective of these activities is to provide a high-quality, modern, and stimulating academic environment for students, academic staff, and researchers. Attention was devoted to the improvement of library, laboratory, and information resources, which constitute essential support for teaching, research, and innovation activities across the University.

Library

As one of the central components of the University's academic infrastructure, the Library operates with the support of the Library and Publishing Activities Committee, the body responsible for overseeing and advancing library-related activities. Students and staff have access to modern information systems, computers with continuous Internet access, and a digital infrastructure that enables access to electronic information resources, scientific publications, and research materials. At the same time, the alignment of library collections with programme requirements and contemporary academic standards is continuously monitored through regular reviews of study programmes, syllabi, and recommended literature.

In line with the objectives of the Action Plan and the recommendations of the accreditation panel, the IUS Library achieved significant progress in improving its services and resources. IUS has initiated the establishment of a new University library on the ground floor of Building 3, which is currently under construction. The relocation of the library has been planned in accordance with IFLA guidelines, which emphasize accessibility and inclusiveness, thereby facilitating access for students with disabilities. With an area of approximately 934 m², the new library is envisioned as a modern, multifunctional learning environment that will, in addition to traditional library services, include spaces for silent study, group work, presentations and meetings, recreation and board games, a kitchenette for users, and other facilities supporting both individual and collaborative learning. In the long term, the University also plans to introduce 24/7 library access, in line with contemporary trends in higher education. Also, the library collection expanded to 30,745 bibliographic units through the planned acquisition of literature, the University's publishing activities, and donations from partners, alumni, and academic staff. In addition, a system for continuous monitoring and analysis of required course literature was established to ensure that library resources remain aligned with the needs of study programmes and ongoing curriculum developments.

Particular emphasis was placed on expanding access to electronic scientific resources and strengthening the University's research infrastructure. Through cooperation with the National and University Library of Bosnia and Herzegovina (NUBBiH) and the University of Health Sciences (UHS), access was secured to more than 90 international databases and scientific platforms, significantly broadening the range of academic and research resources available to IUS users. These include major databases and platforms such as *Scopus*, *Web of Science*, *ScienceDirect*, *SpringerLink*, *Springer E-Books*, *EBSCO*, *PubMed*, *Taylor & Francis*, *JSTOR*, *Wiley Online Library*, and *ProQuest Dissertations and Theses Global*. In addition to subscribed and institutionally available resources, the Library actively promotes high-quality open access databases, scholarly journals, repositories, and other freely accessible academic resources, all of which are consolidated and made available through the IUS Library website. This provides students, academic staff, and researchers with additional support in identifying and utilizing relevant scientific literature, while ensuring easier access to reliable sources for teaching, learning, and research purposes.

Through continuous investments in library collections, international databases, laboratory equipment, research infrastructure, and teaching facilities, IUS reaffirms its commitment to creating a modern academic environment that provides strong support for high-quality teaching, research, innovation, and the professional development of both students and staff.

In addition to expanding its collections and research resources, the IUS Library actively works to enhance inclusive services for students with disabilities. Through cooperation with the Library for the Blind and Visually Impaired Persons of Bosnia and Herzegovina and other relevant institutions, access has been provided to audiobooks, Braille materials, and other accessible formats. At the same time, opportunities for the acquisition of assistive technologies and specialized digital platforms are being explored. In this way, the IUS Library demonstrates its commitment to fostering a modern, inclusive, and supportive environment for learning, research, and academic success for all users, while laying a solid foundation for the further development of library services and resources in the coming years.

The results of these efforts have also been reflected in international rankings and research performance indicators. According to the *SCImago Institutions Rankings*, IUS is ranked 5th among higher education institutions in Bosnia and Herzegovina. Furthermore, according to the *Webometrics Ranking of World Universities*, IUS holds 6th place nationally, while in the *AD Scientific Index* it is ranked 8th among universities in Bosnia and Herzegovina. At the same time, IUS is ranked as the leading private university in the country across these rankings. These achievements confirm the University's continuous progress in the areas of research excellence, innovation, internationalization, and societal impact.

Given the complexity and long-term nature of strengthening research capacities and enhancing international visibility, these activities are being implemented progressively and on a continuous basis, in line with the University's strategic and action plans. Their full implementation is planned for 2028.

Laboratories and Research Infrastructure

Parallel with the development of library resources, the University has continued investing in the modernization of its laboratory infrastructure with the aim of strengthening its teaching, research, and innovation capacities. Implemented and planned activities include the acquisition of advanced research equipment, the expansion of laboratory facilities, and the improvement of technical conditions for teaching and research activities. Particular attention has been devoted to the development of laboratories in the fields of artificial intelligence, electrical and electronics engineering, genetics, and bioengineering through the acquisition of a *DELL PowerEdge R7615 AI* server equipped with *NVIDIA L40 GPUs*, the expansion of AI laboratories, the procurement of microcontrollers and embedded systems, the upgrading of electrical engineering laboratories, and the expansion of genetics and bioengineering laboratory capacities, including the strengthening of biosafety infrastructure.

Significant improvements have also been achieved in the field of architectural education through the enhancement of spatial and technical capacities for practical teaching. Architecture students have been provided with additional workspace, a new 3D printer has been acquired, and equipment for project-based and practical learning has been expanded, creating improved conditions for the development of students' professional and creative competencies.

The University also continues to strengthen its research capacities through the activities of the Research and Development Center (RDC), which serves as the central infrastructure for the implementation of research and development projects. The RDC brings together laboratories, research equipment, and professional expertise that are available to academic staff, researchers, and students for conducting

research activities, implementing projects, and developing cooperation with industry. At the same time, the University's participation in national and international research and industry projects continues to increase, supported by ongoing investment in scientific publishing and the dissemination of research results. Particularly noteworthy is the fact that IUS maintains five registered and indexed scientific journals, contributing to the availability of high-quality scholarly resources for students and academic staff while strengthening the University's research culture and academic excellence.

In line with its strategic commitment to quality enhancement, internationalization, and research excellence, the University continued activities aimed at systematically strengthening research capacities, improving the coordination of research activities, and increasing the international visibility of its research outputs. A particularly important contribution to these efforts, as well as to the implementation of Criterion 6.7 (Continuous Investment in Research and Professional Equipment), was achieved through projects funded by TIKa, the Erasmus+ Programme, federal and cantonal ministries, and other donors. Through these projects, IUS further enhanced its research and laboratory infrastructure by developing the Anatomy Laboratory for the Faculty of Medical Sciences, establishing the iMAC Laboratory, acquiring a CNC machine, and procuring other specialized equipment that strengthens the University's teaching and research capacities.

Given the complexity and long-term nature of research capacity development and international positioning, these activities are being implemented gradually and continuously in accordance with the University's strategic and action plans, with full implementation planned through 2028.

Cooperation with Industry, Internships, and Student Support

During the accreditation procedures conducted in 2025 and 2026, particular emphasis was placed on the strong connection between study programmes and industry, as well as on the active involvement of students in practical and research activities through graduation projects and mandatory internships. The accreditation panels recognized as a good practice the integration of graduation project topics with ongoing University research and development projects, as well as projects carried out in cooperation with industry partners. This approach further strengthens applied research, enhances students' competencies, and improves their preparedness for labour market demands.

At the same time, industry representatives participating in the accreditation process expressed their satisfaction with both the scope of cooperation with the University and the quality of its students and graduates. Furthermore, international ASIIN experts confirmed that the study programmes are aligned with contemporary developments in the respective disciplines and are regularly reviewed with due consideration given to input from industry representatives, alumni, and other stakeholders, thereby ensuring the continued relevance of teaching and research activities.

In line with the measures defined in the Action Plan, the website of the International Relations Office (IRO) is regularly updated with information on signed Erasmus+ inter-institutional agreements, providing students and staff with easy access to up-to-date information on partner institutions. Useful link: [IUS Erasmus+ Partners](#)

During the reporting period, a systematic and strategic framework of cooperation with the business sector was further strengthened through various forms of partnerships aimed at enhancing practical training, internships, professional development, and student employability. Through these activities, and with the active involvement of industry representatives through the FABs, the University has established cooperation with numerous companies and institutions, providing students with access to modern work environments, professional internships, laboratories, and hands-on projects. Such partnerships also contribute to aligning study programmes with labour market needs and creating additional opportunities for research and development projects in cooperation with industry partners. In this way, the connection between academia and the business sector is further strengthened, student employability is enhanced, and the University's competitiveness at both the national and international levels is increased. In the coming period, particular attention will be devoted to establishing partnerships with companies and institutions that can provide facilities and resources for internships and laboratory-based learning activities, especially in support of the newly established Faculty of Medical Sciences.

In line with the University's commitment to strengthen collaboration with industry and enhancing the practical dimensions of education, the Faculty of Business and Administration (FBA) implemented several activities that provided students with direct exposure to professional environments and additional opportunities to develop practical competencies. A meeting of the FAB was organized, bringing together representatives of academia and industry with the objective of ensuring closer alignment between study programmes and labour market requirements. Students were further provided with various forms of experiential learning through guest lectures delivered by industry professionals, career development and employability workshops, and study visits to relevant institutions and companies, including *Sarajevo International Airport*, as well as expert lectures in the field of business taxation. The Faculty also continued to support the internationalization of the student experience through dual-degree programmes, international mobility opportunities, and cooperation with partner institutions. In addition, the organization of professional workshops and the involvement of academic staff in international research projects contributed to enriching the teaching process and creating a more stimulating learning environment.

Furthermore, as part of efforts to strengthen cooperation with industry and improve student employment opportunities, IUS, through the initiative of the University Communications Office (UCO), established cooperation with the Federal Ministry of Labour and Social Policy. As a result of this collaboration, the Ministry supported the organization of the IUS Career Fair, which aimed to connect students with the business sector, create opportunities for direct interaction with potential employers, and provide students with insights into professional development and future employment opportunities. The Career Fair served as an important networking platform for students and company representatives, enabling students to explore various career paths and establish valuable professional connections.

Cooperation was further strengthened through the formal inclusion of IUS students in professional training and internship programmes implemented by the Federal Ministry of Labour and Social Policy. As a result, more than 25 students were provided with opportunities to gain practical experience and develop professional competencies through work in real professional environments. This initiative further

strengthens the University's connection with the labour market and supports a smoother transition of students from education to professional employment. Useful link: [IUS Job Fair 2026 News](#)

In addition, an annual cooperation agreement was concluded with the MojPosao.ba employment portal with the aim of organizing professional development workshops for students, with at least one workshop planned per semester. The first workshop was delivered as part of the IUS Career Fair in May 2026. Additional educational and professional development activities organized during the Career Fair were conducted in cooperation with Raiffeisen Bank, BH Telecom, McCann, Infobip, and Ris&Nomad.

IUS Life, the IUS Lifelong Learning Center, also made a significant contribution to strengthening cooperation with industry, enhancing internship opportunities, and supporting the professional development of students through the implementation of professional training programmes, international projects, and activities aimed at developing labour market-relevant competencies. During the reporting period, a total of 66 participants attended professional development programmes in the fields of fibre-optic communications, process calibration, *SAP-ERP systems*, as well as Bosnian and Turkish language courses. At the same time, IUS Life actively participated in the implementation and promotion of the international projects *CyberFort* and *DC VET WB*, contributing to the alignment of vocational education, digital competencies, and labour market needs. Through cooperation with Uniser and partner secondary schools, internship opportunities were provided for 14 students, while job shadowing programmes were organised for six teachers. In addition, the network of cooperation was further expanded through partnerships with companies, chambers of commerce, educational institutions, and other relevant organisations in Bosnia and Herzegovina and abroad. Participation in Erasmus+ events, the European Training Foundation (ETF) network, and professional conferences, together with the organisation of workshops and thematic events, further contributed to the development of professional competencies, internationalisation, and the strengthening of the University's engagement with external stakeholders. These activities demonstrate the University's commitment to providing students and the wider community with high-quality opportunities for lifelong learning, professional development, and the acquisition of practical knowledge in cooperation with the business sector.

The implemented activities and achieved results demonstrate that IUS continuously enhances learning resources and student support through the development of library, laboratories, and research capacities, the strengthening of cooperation with industry, career guidance initiatives, and the expansion of opportunities for practical learning, international exchange, and professional development. In the coming period, the University's focus will remain on the further improvement of infrastructure, internationalization, career development, and the creation of an inclusive and innovative environment that provides students with high-quality conditions for academic success and successful integration into the labour market.

CRITERION 7: INFORMATION MANAGEMENT

During the reporting period, the development and enhancement of information systems supporting quality assurance processes continued through the collaboration of the Strategic Development Office (SDO) and the Information Technology Office. As part of the implementation of the Action Plan, the development of functionalities for monitoring and reporting on quality indicators within the E-Campus information system was initiated. The system was upgraded through the implementation of quality indicators and additional analytical functionalities, enabling more efficient collection, processing, and monitoring of data relevant to quality assurance processes. During the reporting period, activities included defining system requirements, preparing initial input data, and testing newly developed functionalities, with the aim of establishing an integrated environment for monitoring quality indicators, generating reports, and supporting evidence-based decision-making. The development of these solutions contributes to improving the availability, reliability, and utilization of information required for the continuous monitoring of institutional performance, performance analysis, and the further strengthening of the University's quality assurance system.

As part of the continuous enhancement of the E-Campus platform, an additional module entitled *E-Campus Action Plans Monitor* is currently under development with the aim of further strengthening institutional monitoring and reporting processes related to quality assurance, accreditation, and strategic planning. The *Action Plans Monitoring* module is being developed within E-Campus, the University's in-house digital platform. Its purpose is to transfer the monitoring of accreditation and strategic action plans from spreadsheets and shared folders into a single institutional information system. Each action item retains the existing structure, including the goal, objective, responsible organizational unit, KPI, target value, level of achievement, actions performed, corrective improvement measures, supporting evidence, and implementation deadline. At the same time, the system introduces configurable reporting cycles, automatic reminders for responsible units, a review and approval workflow conducted by the supervising office, and visibility of inputs submitted during previous reporting periods.

The expected benefits of the module include the establishment of a single and reliable source of information for all action plans, improved traceability and monitoring of implementation evidence, a reduced administrative burden associated with collecting and consolidating data, and faster and more reliable progress reporting to University management and accreditation agencies.

During the reporting period, an AI-supported syllabus analysis and enhancement system (AI Quality Review) was also developed and introduced for academic staff, study programme coordinators, and quality assurance representatives. The system enables automated syllabus analysis through the evaluation of curriculum quality in areas such as course literature, teaching methods, learning outcomes, alignment between assessment methods and learning outcomes, weekly course organization, and ECTS workload. Based on available data, the system generates quality ratings, recommendations for improvement, and summary reports that facilitate the monitoring of teaching quality at the course, study programme, department, and faculty levels.

A particularly valuable feature of the system is its ability to generate management reports and analytical overviews that support the monitoring of syllabus quality trends, comparison of study programmes, identification of areas for improvement, and data-informed decision-making. The system also collects feedback from academic staff regarding the quality and usefulness of the recommendations provided, ensuring the continuous improvement of the tool itself and providing additional support to quality assurance processes. In this way, mechanisms for collecting, processing, and utilizing data necessary for the strategic management of quality at the University have been further enhanced.

Furthermore, activities have been initiated to develop an institutional approach to the use of artificial intelligence in teaching and learning. In this context, the establishment of the Center for Innovative Teaching and Learning is planned, with the aim of developing guidelines for the responsible, ethical, and effective use of AI tools in the educational process. In support of these efforts, the IUS organized a series of three professional development sessions in 2026 dedicated to the application of artificial intelligence (AI) in teaching and research, delivered by national and international experts in the field. Through expert lectures, practical examples, demonstrations, and interactive discussions, academic staff had the opportunity to enhance their knowledge and practical skills in the use of AI tools for curriculum development, assessment, student engagement, research activities, and academic writing. Special attention was given to ethical considerations, including academic integrity, authorship, bias, privacy protection, transparency, and human oversight in the use of artificial intelligence. These activities contribute to the enhancement of teaching and research practices and support the continuous professional development of IUS academic staff.

It is also planned to incorporate into the established quality assurance system a formal requirement for the regular and systematic communication of student survey results to students. This measure aims to enhance transparency and strengthen student engagement in quality improvement processes. Various options are currently being considered regarding the most effective ways of communicating these results to ensure timely and meaningful dissemination of information. Preparation for this activity is already underway, and its implementation has been further encouraged by recommendations arising from the recent ASIIN accreditation process. Specifically, ASIIN experts emphasized the need for systematic and institutionalized communication of evaluation results and improvement measures to students to formally close the feedback loop within the quality assurance system.

The University continues to enhance its information systems to ensure more effective data management, stronger support for quality assurance processes, and evidence-based decision-making. The integrated information management framework includes the Student Information System (SIS), the E-Campus platform, and other digital applications that support the collection, processing, analysis, and reporting of data related to students, teaching activities, academic staff, research, and institutional performance. As an internally developed platform, E-Campus is used for syllabus management, faculty evaluation, monitoring of academic indicators, and support for quality assurance processes, while the SIS enables monitoring of admissions, student achievement, progression rates, workload, and other key indicators.

These information systems provide an essential foundation for the preparation of regular statistical analyses, reports, and quality indicators used by the Senate, faculties, the Strategic Development Office

(SDO), and other governance bodies. The security, reliability, and availability of data are ensured by the University's IT Center through modern network and server infrastructure, data backup systems, and information security mechanisms.

To further strengthen the University's information management system and personal data protection framework, the University appointed Data Protection Officers (DPOs) responsible for overseeing compliance of data processing activities with applicable regulations, providing expert guidance and support to employees, and liaising with competent authorities and other relevant stakeholders. This initiative contributes to enhancing institutional accountability, data security, and regulatory compliance, while also supporting the implementation of activities envisaged under Criterion 7.2 of the Action Plan.

The continuous development and upgrading of information systems contribute to greater efficiency of administrative and academic processes, improved transparency, and the strengthening of information and quality management across the University.

The development and enhancement of the information management system have enabled more effective collection, processing, and utilization of data for quality assurance and institutional management purposes. Through the ongoing digitalization of processes, the development of analytical tools, the improvement of information systems, and the strengthening of transparency mechanisms, IUS continues to foster a culture of evidence-based decision-making. These efforts further strengthen the University's institutional capacity to monitor performance, plan future development, and continuously improve quality across all areas of its operations.

CRITERION 8: PUBLIC INFORMATION

Public information activities encompass a range of initiatives aimed at enhancing the University's communication, transparency, and visibility. During the reporting period, measures were implemented to collect and provide feedback to University units and services, while systematic cooperation with the business sector was further strengthened. Continuous efforts were made to improve the University's position in the Webometrics Ranking through the regular monitoring and updating of the IUS publications webpage, as well as through the engagement of highly qualified academic staff, including part-time appointments. The student podcast *Dialogue Room* also continued to be produced and promoted. All these activities are monitored and reported by the responsible units and individuals in accordance with the Action Plan.

In order to further accelerate and ensure the quality of content updates, the University management instructed all academic and administrative units to thoroughly review and update the content of their websites. The objective of this initiative is to ensure that the webpages of individual units contain accurate and up-to-date information and that the necessary updates are completed within the shortest possible timeframe. This contributes to improved transparency and better public access to information about the University's activities. The initiative is closely linked to the University's ongoing efforts to enhance institutional visibility and the accessibility of relevant information.

During the reporting period, activities were initiated to establish the IUS Alumni Association in Sarajevo with the aim of strengthening and institutionalizing cooperation with alumni. As part of the preparatory phase, basic information and the necessary documentation for the formal establishment of the Association were collected. At the same time, the official IUS alumni association in the Republic of Türkiye, operating under the name Uluslararası Saraybosna Üniversitesi Mezunlar ve Mensupları Derneği, continued its activities with a Board of Directors comprising 16 members and a membership base of 60 active alumni. The activities related to the establishment of the *Alumni Association* contributed to the creation of more effective communication and cooperation mechanisms with IUS alumni and laid the foundation for their more active involvement in the University's development. Through the future work of the Association, it will be possible to organize forums, panel discussions, round tables, and other events, as well as conduct surveys among alumni and employers to collect feedback that may contribute to the enhancement of existing study programmes and the development of new ones. The next phase of activities will focus on four key areas: identifying candidates for the positions of President and Board members, appointing University representatives, completing the legal documentation and registration process, and preparing an initial plan of activities and projects.

A particularly important development during the reporting period was the adoption of the *IUS Alumni Engagement Plan 2025-2028*, which defines strategic objectives, priority areas, and activities aimed at strengthening the relationship between the University and its alumni, developing the alumni network, supporting the professional development of both students and alumni, and encouraging their more active participation in University activities and development processes.

At the same time, the accompanying *Action Plan for the Implementation of the IUS Alumni Engagement Plan* was adopted, clearly defining objectives, performance indicators, target values, implementation timelines, and corrective measures for the period 2025-2028. Emphasis was placed on the development of alumni communities and regional chapters, the organization of career and networking activities, the enhancement of alumni digital engagement, the development of mentoring programmes, the establishment of the Alumni Association, and the more active involvement of alumni initiatives and University governance processes. The adoption of these documents established a comprehensive framework for the systematic and sustainable development of the alumni community, supported by clear mechanisms for monitoring implementation and ensuring alignment with the University's strategic development goals.

Regarding the implementation of the recommendation under Criterion 8.6 concerning the establishment of an Incubation Center at IUS, with full implementation planned by December 2026, the University has undertaken a series of activities aimed at developing an institutional framework for entrepreneurship, innovation, and technology transfer. These efforts include a study visit to Bilgiyi Ticarileştirme Merkezi (BTM) in Istanbul, one of the leading startup incubation centers in the region, and the establishment of cooperation with the institution to facilitate the exchange of expertise and the development of joint initiatives in the fields of entrepreneurship and innovation. The official launch of this collaboration is expected to be marked during the ZEPS 2026 trade fair. In parallel, IUS has signed a cooperation agreement with Türk Telekom, which will support the establishment of the IUS Digital Innovation Center as an important component of the University's future innovation and entrepreneurship ecosystem.

As part of the University's long-term development plans, the establishment of a *Technopark* is envisaged as a platform for strengthening cooperation between the University, industry, and the labour market, with the objective of promoting innovation, technology development, and applied research. These initiatives form part of the University's forthcoming development strategy, which will define the next phase of institutional development following the expiration of the current [IUS Strategy](#) at the end of 2026.

Taking into account that the establishment of the University Technopark and the development of a comprehensive innovation ecosystem represent a long-term process requiring substantial financial investment, adequate infrastructure, and the active involvement of partners from industry, the public sector, and the international community, the University continues to implement the planned activities in line with its available development and financial capacities. In doing so, it reaffirms its commitment to creating an environment that fosters innovation, entrepreneurship, and stronger collaboration between academia and industry.

In July 2026, a detailed analysis of the latest *Webometrics Ranking of World Universities* results was conducted, and the findings and recommendations were presented to the University's management. Although the final deadline for this activity is set for 2027, implementation activities are being carried out on a continuous basis. The analysis showed that IUS ranked 6th among universities in Bosnia and Herzegovina and maintained its position as the highest-ranked private university in the country. At the same time, significant improvements were identified in the *Impact* and *Excellence* indicators, reflecting increased visibility of the University's research outputs and strengthened research performance. Based on the findings, several measures were proposed to improve the openness and accessibility of scientific content, including the enhancement of institutional repositories, increased visibility of researchers on relevant academic platforms, and the intensification of online promotion of scientific and research achievements. These activities demonstrate the University's continuous monitoring of its Webometrics performance, its identification of areas for improvement, and its commitment to increasing national and international visibility in line with the objectives of the Action Plan.

As a result of the accreditation process of IUS study programmes abroad and the implementation of continuous quality enhancement measures, each faculty established an Advisory Board composed of external experts from relevant professional fields. These boards serve as an important mechanism for strengthening collaboration between the University and the professional community, while facilitating the exchange of opinions and recommendations that contribute to the improvement of teaching processes, study programmes, and the University's strategic development. The University Communications Office (UCO) provides support in organizing and coordinating Faculty Advisory Board meetings and maintaining regular communication with their members. Through timely updates on the University's most significant events, activities, and initiatives, the continuous involvement of external experts in the development of IUS is ensured. At the same time, information regarding the work of the Faculty Advisory Boards is publicly disseminated through the University's communication channels, contributing to transparency and informing the wider public about the University's progress and cooperation with relevant professional sectors. Links to published news: [FBA Advisory Board Meeting](#) [FLW Advisory Board Meeting](#) [FENS Advisory Board Meeting](#) [VACD and MAC Advisory Board Meeting](#) [Psychology Advisory Board Meeting](#)

In accordance with the Action Plan measures, students actively participated in the creation and production of video content, short-form videos (*reels*), podcasts, and other promotional materials presenting academic life, student experiences, and University activities. As a result of these efforts and the University's continuous investment in digital communication and public outreach, IUS recorded a significant increase in its social media audience during the reporting period. The total number of followers across the University's official social media channels increased by 7,576, reaching approximately 59,200 followers. The strongest growth was recorded on Instagram (+4,032 followers; 40.7%), followed by LinkedIn (+2,178; 22.9%), Facebook (+1,238), and X (+128). In addition, more than 20 Instagram *reels* and posts, as well as 15 YouTube videos, were published, contributing to increased visibility, user engagement, and the promotion of the IUS student experience to a wider audience. These results demonstrate the effectiveness of student involvement in digital storytelling and support the University's efforts to strengthen its public visibility and communication with key stakeholders. Useful links: [IUS Instagram](#) [IUS YouTube Channel](#)

During the reporting period, the University successfully organized [IUS SDG Week 2026](#), a five-day programme of lectures, workshops, exhibitions, student competitions, and community engagement activities that promoted the principles of sustainable development and social responsibility. The event brought together students, academic and administrative staff, representatives of the local community, and external experts, and addressed topics such as sustainability, climate change, urban development, artificial intelligence in research, environmental protection, and community engagement. Special emphasis was placed on student participation, experiential learning, and interdisciplinary collaboration through activities such as the *Green Campus Competition 2026*, a student photography contest, professional workshops, panel discussions, and environmental initiatives. The activities and outcomes of the event were continuously promoted through the University website, social media platforms, and other communication channels, thereby increasing their visibility and outreach among students, partners, and the broader public. In this way, the University further enhanced its visibility, promoted the values of sustainable development, and strengthened cooperation with the local community and other relevant stakeholders.

The results achieved under this criterion demonstrate the University's commitment to transparent, timely, and proactive public communication, as well as to the continuous strengthening of its institutional visibility and cooperation with key stakeholders. Through the enhancement of digital communication channels, the development of the alumni network, the active involvement of students in promotional activities, the strengthening of collaboration with Advisory Boards, and the implementation of initiatives focused on innovation and entrepreneurship, IUS continues to improve the accessibility of relevant information and strengthen its recognition within both the academic community and society at large. This approach contributes to building public trust, enhancing the University's reputation, and achieving its strategic objectives in the areas of communication, quality, and social engagement.

CRITERION 9: ONGOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

Activities related to this criterion included the continuous monitoring and periodic review of study programmes through regular annual analyses conducted by the faculties, as well as preparations for the implementation of new student surveys aimed at assessing the alignment between student workload and the ECTS credits assigned to individual courses. These activities are being carried out with the participation of the Vice Rector for Academic and Student Affairs and the faculties.

The measures were further implemented through regular annual evaluations of study programmes, including analyses of student progression and completion rates, student survey results, and academic reports. The findings are systematically used to support the continuous improvement of curricula and the further development of study programmes. Curriculum enhancement measures are also considered through the work of the *Curriculum Committee* at the study programme level, with representatives of the IUS Student Parliament actively involved in programme review and development processes, thereby ensuring that the student perspective is duly considered in academic decision-making.

The ASIIN international accreditation process confirmed that the University has established systematic and documented procedures for the periodic review of curricula; that course analyses and annual programme reports containing recommendations for improvement are prepared at the end of each academic year; and that feedback from students, alumni, industry representatives, and other relevant stakeholders is incorporated into evaluation processes. The expert panels also confirmed the existence of numerous documented examples of curriculum modifications and programme improvements resulting directly from these review processes. During the accreditation procedure, learning outcomes, curricula, student workload expressed through ECTS credits, student mobility, internships, and quality assurance mechanisms were evaluated, confirming the existence of an effective system for continuous monitoring, evaluation, and enhancement of study programmes. All criteria related to quality management, quality assessment, and study programme development were assessed as being fully met.

As an additional support mechanism for the continuous monitoring and enhancement of study programmes, an AI-supported syllabus analysis system (*AI Quality Review*) was developed during the reporting period. The system enables a systematic review of curriculum alignment with contemporary academic standards and quality assurance requirements. It evaluates the quality of defined learning outcomes, their alignment with Bloom's Taxonomy, the consistency between assessment methods and intended learning outcomes, the adequacy of recommended literature, the weekly organization of teaching activities, and the alignment of student workload with assigned ECTS credits. The results of these analyses serve as an additional source of information for periodic programme reviews and curriculum enhancement initiatives. The system provides concrete recommendations for improving the formulation of learning outcomes, strengthening teaching methods, updating literature, and improving the alignment between learning activities and assessment methods. At the same time, it facilitates the monitoring of changes in syllabus quality over time and enables the identification of common areas requiring additional support, professional development, or curriculum revision. The implementation of this tool represents a

further step towards strengthening the culture of continuous quality enhancement and ensuring a more systematic approach to the periodic review of study programmes across the University.

As part of quality assurance activities and the monitoring of graduate outcomes, the University Communications Office (UCO) and the Student and Career Center (SCC) continuously monitor and analyse alumni data with the aim of assessing graduate employability, geographical mobility, and professional development. As part of these activities, UCO/SCC maintains and regularly updates an internal alumni database. According to currently available records, IUS maintains data for 3,984 alumni, of whom 1,967 have recorded employment information, representing 49.4% coverage of employment-related data. The highest availability of employment data was recorded among doctoral graduates (81%), followed by master's graduates (53%) and bachelor's graduates (48%).

Particularly strong results in tracking alumni career development and employment outcomes have been recorded in the study programmes of Computer Science and Engineering (73%), Electrical and Electronics Engineering (68%), Software Engineering (68%), and Visual Arts and Visual Communication Design (61%). In terms of geographical distribution, the largest number of alumni for whom residence or employment data are available are in Bosnia and Herzegovina (847) and the Republic of Türkiye (529), while significant alumni communities also exist in the United States, Germany, Austria, Sweden, and the United Kingdom. The collected data represents a valuable source of information for assessing the relevance of study programmes, monitoring alumni career pathways, and enhancing quality assurance processes. However, there remains a need for further improvement in the completeness and accuracy of records, given that employment data are currently available for 49.4% of alumni. For this reason, UCO/SCC will continue activities aimed at collecting, verifying, and regularly updating alumni information, with particular emphasis on employment status, employers, and geographical distribution. These efforts will provide a more reliable basis for analysis, reporting, and the further development of study programmes.

The results achieved confirm that the University has established effective mechanisms for the continuous monitoring, evaluation, and enhancement of study programmes based on regular analyses, feedback from students and other relevant stakeholders, and recommendations from international accreditation bodies. Significant progress has been made in the use of student performance data, evaluation results, and alumni information to support curriculum improvement and strengthen quality assurance processes.

At the same time, the University will continue working to strengthen cooperation with alumni, improve the quality and completeness of data related to their professional development, expand collaboration with employers and other external partners, and further integrate the results of these analyses into study programme development and periodic review processes. Such an approach ensures the continued relevance of study programmes, their alignment with labour market needs and international quality standards and contributes to the strengthening of the quality assurance system and the University's long-term development.

CRITERION 10: PERIODIC EXTERNAL QUALITY ASSURANCE

In accordance with the recommendations and measures outlined in the Action Plan, IUS continued to implement external quality assurance activities through institutional and programme self-evaluations, external evaluations, international accreditation procedures, and other mechanisms for periodically assessing compliance with national and international quality standards in higher education.

As a result of these activities, IUS has carried out, over the past three years, the most comprehensive process of self-evaluation, external quality review, and institutional improvement since its establishment. The process encompassed all organizational units, study programmes, administrative services, and support systems, enabling a comprehensive assessment of the University's compliance with national, European, and international quality standards, while simultaneously implementing numerous improvement measures across academic, administrative, and governance processes.

In line with its strategic commitment to continuous quality enhancement, IUS continued the comprehensive study programme accreditation process in Bosnia and Herzegovina during the reporting period, building on activities initiated in 2024. The process involved a detailed analysis of accreditation criteria, the preparation of Self-Evaluation Reports, the conduct of SWOT analyses, the identification of development priorities, and the coordination of many academic and administrative units. The accreditation process covers nine programme clusters and one individual study programme, representing one of the University's most significant quality assurance initiatives and reaffirming its commitment to aligning academic programmes with national and European higher education standards. The University submitted all required Self-Evaluation Reports to the relevant Ministry within the prescribed deadlines, while external review visits by accreditation panels and the subsequent programme evaluation process are expected in the upcoming period.

Alongside preparations for the national study programme accreditation process, IUS initiated the international institutional accreditation procedure with the Turkish Higher Education Quality Council (THEQC/YÖKAK), followed by international programme accreditation processes with the European accreditation agencies ASIIN, FIBAA, and AQAS. Throughout 2025 and the first half of 2026, an extensive preparation process was carried out, involving the development of self-evaluation reports, comprehensive analyses and reviews of existing practices, the submission of supplementary explanations and evidence, and continuous collaboration with all organizational units of the University. The process actively engaged both internal and external stakeholders, including students, alumni, employers, and other partners. Under the coordination of the Strategic Development Office (SDO), detailed action plans were developed, implementation monitoring mechanisms were established, and numerous improvement measures were implemented in the areas of governance, teaching and learning, research, internationalization, and cooperation with industry. Special emphasis was placed on the continuous enhancement of study programmes through regular reviews, curriculum revisions, and alignment with labour market needs.

Following the submission of the self-evaluation reports, intensive communication with the accreditation agencies took place, including the submission of annexes, additional clarifications, and supporting documentation. This was followed by multi-day site visits conducted by international expert panels, during which the effectiveness and compliance of the University's quality assurance system were evaluated through meetings with the University leadership, academic and administrative staff, students, alumni, and industry representatives. As a result of these efforts, IUS successfully obtained a five-year international institutional accreditation in the Republic of Türkiye and successfully completed the ASIIN accreditation of study programmes in engineering, computing, genetics, and architecture, achieving the internationally recognized *EUR-ACE®* and *Euro-Inf®* quality labels. In addition, accreditation procedures with FIBAA and AQAS for programmes in the social sciences and humanities are currently underway, demonstrating the University's continued commitment to quality enhancement, internationalization, and strengthening the international recognition of its academic programmes.

These activities have been further complemented by the continuous improvement of the University's institutional quality management system. In this context, the University General Secretariat successfully renewed the ISO 9001:2015 Quality Management System certification, further confirming the effectiveness, transparency, and maturity of IUS's quality assurance and management practices. The recertification process included comprehensive internal and external reviews of administrative and technical processes, risk assessments, evaluations of procedural effectiveness, analyses of performance indicators, and the definition of corrective and preventive improvement measures. The independent external audit conducted by TÜV Thüringen through TÜV Adria confirmed the full compliance of the system with the requirements of the ISO 9001:2015 standard, with no non-conformities identified. This outcome further confirmed the University's well-developed quality culture, transparency, and efficiency of administrative processes. Together with institutional and programme accreditations, the recertification formed an integral part of the broader process of continuous quality enhancement at IUS, contributing to the strengthening of quality management systems, organizational effectiveness, internationalization, study programme development, student support, research activities, and overall institutional governance.

Furthermore, as part of its external quality assurance and internationalization activities, the English Language School (ELS) at IUS has continued to maintain its international EAQUALS (Evaluation and Accreditation of Quality Language Services) accreditation, which it first obtained in 2017, becoming the first internationally accredited university English language preparatory programme in the Balkan region. During the regular evaluation conducted at the end of 2025, EAQUALS confirmed that ELS continues to meet high international quality standards in the areas of teaching, curriculum design, organizational management, assessment systems, learning resources, support, and quality management. Evaluators particularly highlighted the well-developed quality assurance system, effective leadership, transparent communication with students and staff, continuous enhancement of the teaching process, and strong student support during the transition to university studies. Maintaining EAQUALS accreditation represents an important contribution to the international recognition of IUS and reaffirms the University's commitment to applying European and international quality standards across all aspects of its operations.

Taken together, these processes represent the most extensive and systematic cycle of evaluation, improvement, and international quality review in the history of IUS, creating a strong foundation for the

University's future development and the achievement of the strategic objectives defined in the Action Plan. The recommendations and examples of good practice arising from accreditation, certification, and other external evaluation processes have been used as a basis for planning and implementing improvement measures across various areas of the University's operations, contributing to the enhancement of study programmes, quality assurance systems, internationalization efforts, and institutional capacities.

The results achieved confirm that periodic external evaluations constitute an important mechanism for quality enhancement, strengthening international recognition, and supporting the University's continuous development in accordance with European and international higher education standards.

CONCLUSION

Based on the activities implemented during the reporting period, it can be concluded that the International University of Sarajevo (IUS) successfully continued the implementation of the Action Plan, achieving continuous progress across most of the areas covered by the reaccreditation recommendations. The activities carried out between October 2025, and August 2026 confirm that the Action Plan has become an integral component of the University's strategic quality management and institutional development framework. Overall, 40 activities, representing 83.33% of all planned activities, have either been completed or are actively underway, confirming a high level of implementation of the Action Plan and continuous progress towards the achievement of its intended outcomes.

The results achieved are reflected not only in the degree of implementation of individual activities but also in their integration with broader processes of institutional development and quality assurance. During the reporting period, the activities envisaged by the Action Plan were closely linked to the University's institutional accreditation process conducted by the Turkish quality assurance agency YÖKAK, the international accreditation of study programmes by ASIIN, preparations for accreditation procedures conducted by FIBAA and AQAS, the accreditation of study programmes in Bosnia and Herzegovina, and the continuous enhancement of the BAS EN ISO 9001:2015 Quality Management System. These achievements further demonstrate the University's ability to translate recommendations and findings from evaluation processes into concrete quality enhancement measures.

Key achievements during the reporting period:

- **Successfully completed the five-year institutional accreditation of IUS conducted by the Turkish quality assurance agency YÖKAK;**
- **Successfully completed ASIIN accreditation for the study programmes in Architecture, Genetics and Bioengineering, Software Engineering (SE), Computer Science (CS), Artificial Intelligence and Data Engineering (AIDE), and Electrical and Electronics Engineering (EEE), with the SE, CS, AIDE, and EEE programmes being awarded the internationally recognized *EUR-ACE®* and *Euro-Inf®* quality labels;**

- Initiated and successfully advanced international accreditation processes within FIBAA and AQAS, as well as activities related to programme accreditation in Bosnia and Herzegovina;
- Successfully renewed the IUS administration's Quality Management System certification in accordance with the BAS EN ISO 9001:2015 standard;
- Significantly enhanced the University's participation in national and international projects through an increased number of externally funded projects, the expansion of international partnerships, and the strengthening of research capacities;
- Established the Faculty of Medical Sciences (FMS) and launched the Medicine and Dental Medicine study programmes through a dual-degree model in cooperation with the University of Health Sciences Türkiye (UHS), thereby expanding the University's academic portfolio and strengthening its international and research capacities;
- Expanded library and laboratory capacities, including access to more than 90 international scientific databases and the acquisition of advanced research and laboratory equipment;
- Developed innovative digital platforms for research analytics, quality assurance, and action plan monitoring, including *E-Campus Scholars* and the *E-Campus Action Plans Monitor* module;
- Developed and implemented innovative digital quality assurance tools, including the AI Quality Review system for the analysis and enhancement of syllabus and study programme quality;
- Maintained its position as the highest-ranked private university in Bosnia and Herzegovina according to the *Webometrics Ranking*;
- Increased international mobility opportunities for students and staff, expanded the network of international partnerships, and enhanced participation in national and international projects;
- Recognized for the second consecutive time in the international SDG Accord Report as an example of good practice in the field of sustainable development;
- Established Advisory Boards across all faculties to strengthen cooperation with industry and other relevant stakeholders;
- Successfully organized IUS SDG Week 2026, which, through educational, research, and socially responsible activities, enhanced the University's visibility and promoted a culture of sustainable development, student engagement, interdisciplinary collaboration, and cooperation with relevant stakeholders;
- Formalized student participation in the *Curriculum Committee* with voting rights;
- Enhanced the *Diploma Supplement* in accordance with recommendations issued by international accreditation bodies;
- Adopted the *IUS Alumni Engagement Plan 2025-2028* and launched the IUS Benefit Program with the aim of strengthening alumni engagement and cooperation.

Although certain challenges remain, particularly in the areas of internationalization, administrative procedures, human resources, and the financing of specific development initiatives, the results achieved to date confirm that the University possesses stable institutional capacities, a clear strategic orientation, and a well-developed quality culture necessary for the successful implementation of the remaining activities until the completion of the Action Plan.

In the coming period, the University's focus will be directed towards the implementation of the remaining measures outlined in the Action Plan, accompanied by the systematic monitoring and implementation of recommendations arising from both international and national accreditation processes, including activities related to the FIBAA and AQAS accreditation procedures, as well as the accreditation of study programmes in Bosnia and Herzegovina. At the same time, the University's further development will be guided by the preparation of a new IUS Strategy, whereby the implementation of the Action Plan, the incorporation of accreditation recommendations, and the definition of new development priorities will constitute interconnected processes aimed at further strengthening quality, internationalization, research excellence, and the University's long-term sustainability.

The results achieved confirm that IUS has established a functional quality assurance system that enables the systematic monitoring of recommendations, evidence-based decision-making, and the continuous enhancement of all areas of the University's operations.

ANEKS ANNEX: Table 1. Overview of the Status of Action Plan Implementation by Self-Evaluation Criterion

Criterion	Number of Activities	Completed	Completed and Continuously Improved	In Progress	Postponed/ Not Implemented
1. QUALITY ASSURANCE	5				
1.1.		✓			
1.2.		✓	✓		
1.3.		✓			
1.4.					X
1.5.		✓			
2. DESIGN AND MONITORING OF STUDY PROGRAMMES	6				
2.1.		✓	✓		
2.2.		✓	✓		
2.3.		✓			
2.4.				✓	
2.5.				✓	
2.6.				✓	
3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT	4				
3.1.		✓	✓		
3.2.		✓			
3.3.		✓			
3.4.				✓	
4. STUDENT ADMISSION AND PROGRESSION, RECOGNITION AND CERTIFICATION	6				
4.1.				✓	
4.2.					X
4.3.					X
4.4.		✓			
4.5.		✓			
4.6.				✓	
5. ACADEMIC STAFF	5				
5.1.					X
5.2.					X

Criterion	Number of Activities	Completed	Completed and Continuously Improved	In Progress	Postponed/ Not Implemented
5.3.					X
5.4.					X
5.5.				✓	
6. LEARNING RESOURCES AND STUDENT SUPPORT	8				
6.1.		✓	✓		
6.2.		✓	✓		
6.3.		✓	✓		
6.4.					X
6.5.		✓			
6.6.				✓	
6.7.				✓	
6.8.				✓	
7. INFORMATION MANAGEMENT	2				
7.1.				✓	
7.2.				✓	
8. PUBLIC INFORMATION	7				
8.1.		✓			
8.2.				✓	
8.3.				✓	
8.4.				✓	
8.5.				✓	
8.6.				✓	
8.7.		✓			
9. ONGOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES	3				
9.1.		✓	✓		
9.2.				✓	
9.3.				✓	
10. PERIODIC EXTERNAL QUALITY ASSURANCE	2				
10.1.		✓	✓		
10.2.		✓	✓		