Expert's Report

On the **institutional accreditation** of

The Euler-Franeker Memorial University (EULER)

including the following programs:

- **LLM (Master of Laws - International Law)**
- **Master in International Relations and Global Development**
- **PhD in International Relations and Global Development**

Site visit to the University: 14.04.2025 – 16.04.2025
Following an online site visit: 10.06.2025

Panel of Experts:

Prof. Dr. Bertel De Groote	Academic expert
Dipl.-Betriebswirtin Tanja Ward, MBA	Academic member
Nino Javakhishvili, LLB	Professional expert
Ömer Faruk Sonmez, DDS, MPH, MSc	Student expert

Coordinator:
Dipl. Ing. (FH) Mario Grabner, MBA   CEO Accreditation Agency Curacao, AAC

Observer:
Bernadette Mostler   COO Accreditation Agency Curacao, AAC

I. Preamble

The AAC carries out accreditations of doctoral, master, and bachelor programs. All accreditations are based on the AAC's standards and guidelines based on the ESG Guidelines, and the CHEA Quality Principles. The accreditation follows the usual procedural steps:

- Submission of a self-report
- Submission of self-documentation (Appendixes 1 to 11)
- Assessment by the Panel of Experts (PoE) including an onsite Site Visit followed by an online Site Visit
- Creation of the Expert Report (ER)
- Final Decision by the Accreditation Commission (AC)

II. Procedure

The **EULER** requested the AAC to accredit the institution including the following programs:
- **LLM (Master of Laws - International Law)**
- **Master in International Relations and Global Development**
- **PhD in International Relations and Global Development**

1. Methodical Procedure

The **EULER** applied for institutional **accreditation** with the AAC by submitting the signed application on **October 27, 2023**. The Self-Report guidelines were provided to **EULER** and were completed on **June 12, 2024**. The Accreditation Commission (AC) of the AAC reviewed the **EULER** application request and approved it, resulting in the official opening of the accreditation procedure. The accreditation contract between **EULER** and AAC was signed on **July 11, 2024.**

EULER submitted the first version of the self-documentation report (SDR) on **November 11, 2024**. After initial review of AAC additional documentation was requested which was finally submitted on **December 19, 2024**

The SDR contained the following standards:
- Standard 1: Mission, Goals and Objectives
- Standard 2: Governance and Administration
- Standard 3: Management of Quality Assurance and Improvement
- Standard 4: Learning and Teaching
- Standard 5: Student Administration and Support Services
- Standard 6: Learning Resources
- Standard 7: Facilities and Equipment
- Standard 8: Financial Planning and Management
- Standard 9: Employment Processes
- Standard 10: Research

- ▪ Standard 11: Relationship with the Community

The SDR was reviewed by the AAC for completeness according to the AAC self-documentation guidelines. Consequently, the SDR was shared with the PoE for review (pre-site visit).

2. Appointment of the Panel of Experts (PoE)

The AAC selected experts through a call for Experts, where interested individuals could apply. The AAC reviewed the applications and nominated 4 experts. The AC reviewed the application and selection procedure, approving the nominations on **February 6, 2025**. AAC handed over the self-documentation report to the Expert members for evaluation. First onsite Site Visit was scheduled for **April 14 – 16, 2025.**

The approved experts are as follows:

Prof. Dr. Bertel De Groote	Academic expert
Dipl.-Betriebswirtin Tanja Ward, MBA	Academic member
Nino Javakhishvili, LLB	Professional expert
Ömer Faruk Sonmez, DDS, MPH, MSc	Student expert

Site Visit (Onsite)

The EULER went through an onsite Site Visit on the 1**4th - 16th of April 2025**. Attendees were the AAC working group, PoE, and the EULER working group. The individual points were discussed (see timeline site visit, attachment). During the last session on the **16th of April 2025**, the Experts discussed and concluded on the second site visit scheduled for **June 10th, 2025.** During the last session on the 10th of June, the PoE discussed and concluded that EULER could be accredited with 34 conditions that need to be fulfilled within a year after submitting the Expert Report to EULER.

General information on the University

The Euler-Franeker Memorial University (EULER) is a chartered academic institution based in Willemstad, Curaçao, and in partnership with the intergovernmental university EUCLID. The university offers a diverse array of programs, including LLM (Master of Laws - International Law), Master in International Relations and Global Development, and a PhD in International Relations and Global Development.

III. Assessment of the Higher Education Institute (HEI)

In this chapter, the experts assess the whole institution "**The Euler-Franeker Memorial University (EULER)"** including the following programs:

- **LLM (Master of Laws - International Law)**
- **Master in International Relations and Global Development**
- **PhD in International Relations and Global Development**

STANDARD 1: MISSION, GOALS AND OBJECTIVES

Description & Expert Evaluation

According to the information provided, EULER University presents a mission centered on providing innovative, interdisciplinary, and flexible higher education, emphasizing ethical leadership, sustainable development, and global citizenship. The institution aims to foster inclusive learning accessible to students worldwide, particularly in underserved regions. The university articulates its goals through a framework that integrates academic excellence, applied research, and value-driven learning. These goals are further reinforced by their commitment to sustainable development and the UN SDGs, as reflected in their program offerings and institutional affiliations.

EULER University's mission is aspirational and consistent with the global trends of online, values-driven education. It emphasizes flexibility and global relevance. However, there is limited evidence that the mission has been shaped with direct input from students and other key stakeholders, which raises concerns about inclusivity in its foundational development (*condition 1*). Moreover, the role of students in the formulation or revision of the mission statement is not clearly identified, suggesting a missed opportunity for collaborative institutional visioning (*condition 2*).

While the mission is well-articulated, its influence on other core institutional functions— such as program development, student services, and academic evaluation—could be more explicitly demonstrated. There is a need to systematically ensure that the mission serves as a guiding principle across all operations (*recommendation 1*).

Additionally, given the institution's emphasis on innovation and global impact, EULER would benefit from a structured internal reflection or scenario exercise evaluating how developments in artificial intelligence might impact or enhance its mission and strategic direction (*recommendation 2*).

Finally, while the university commits to serving students from diverse and underserved backgrounds, the student appeal process lacks sufficient visibility and accessibility. Improving the transparency and usability of this process would support institutional integrity and student trust (*recommendation 3*).

Conditions:
1. **Student and Stakeholder Input:** Incorporate student and other stakeholder input into the formulation and review of the university's mission.
2. **Role of Students:** Clearly underline and document the role of students in developing or influencing the mission statement.

Recommendations:
1. **Institutional Operations:** Ensure all institutional operations, particularly program design and academic services, are demonstrably based on the mission.
2. **Impact of AI:** Conduct a structured exercise exploring the impact of artificial intelligence on the university's mission and future direction.
3. **Student Appeal Process:** Make the student appeal process more visible, transparent, and easily accessible.
4. **Responsible use of AI:** Offer a course on responsible use of AI.

Conclusion:
Standard 1 has a total score of 62 points. EULER presents a clear and relevant mission aligned with its global focus. While generally consistent with the standard, gaps remain in stakeholder involvement and operational integration. Two conditions and four recommendations are provided to strengthen alignment and transparency.

STANDARD 2: GOVERNANCE AND ADMINISTRATION

Description & Expert Evaluation

EULER University has established a governance structure that includes several bodies responsible for overseeing institutional operations. The institution emphasizes a collaborative and consensus-driven leadership style. However, the governance framework is described as relatively light and highly integrated, which may limit the diversity of perspectives and the robustness of decision-making processes. The absence of a clearly defined organizational chart further complicates the understanding of roles, responsibilities, and interrelations among institutional units.

The expert panel commends the institution's leadership for its dedication and energy. However, it emphasizes the need for a more structured and transparent governance model. The lack of a formal organizational chart is a significant gap, as it hinders clarity in role distribution and accountability. The panel recommends the development of a comprehensive chart that outlines the roles, responsibilities, and interrelations of all governance entities (*condition 1*).

The current structure appears to be anchored in two main segments: teaching and governance. While this bifurcation provides a basic operational framework, the institution is encouraged to consider a more thematic and departmentalized structure that integrates teaching, research, and support services. The institution has expressed concerns that expanding governance bodies could slow decision-making, but the expert panel believes that broader participation would enhance transparency and accountability (*condition 2*).

Regarding external views, the PoE acknowledges the input of external examiners when assessing promotion requests. The PoE invites the institution to reflect on the possibility to also integrate external views in other bodies. Moreover, the PoE thinks that it is worth considering as well to regularly subjecting the programs it offers to an assessment by external peers. Moreover, the PoE is convinced that investing in the definition of clear roles, linked to functional domains, will have an 'involving' effect and contribute to a feeling of better distributed ownership (*condition 3*).

Especially in a context where, apart from some key members, contacts among stakeholders are often of an electronic and structured nature, it is, according to the PoE, important to reduce overlaps in the composition of boards and committees that deal with the institution's policy. It is, according to the PoE, therefore relevant to also invest in a more structural participation of different stakeholders (also students, people representing the labor market and/or the society of which the institution makes part) in governing and advisory boards. The link with the local community is, according to the PoE, important since it structurally integrates the needs of the local society the institution addresses, as well as the resources and opportunities the local community brings (*recommendation 1*).

The institution is encouraged to develop key performance indicators (KPIs) that go beyond financial metrics to include academic quality, student outcomes, and stakeholder satisfaction. These KPIs should be integrated into a dashboard to support data-driven decision-making and continuous improvement (*condition 4*).

Although the PoE acknowledges the management's view on their role and style (e.g. stress on empowerment, avoidance of micromanagement, believe in trust, …), it is not clear to the PoE how exactly the approach to leadership is concretely reflecting this view and passed on through the stakeholders. On the contrary, the PoE has the impression that high level issues and very practical topics (e.g. response time to requests of students) are dealt with on the same level and wonder whether this is the best approach to run a higher education institution in a fast-changing and complex context (*recommendation 2*).

For the PoE it remains unclear whether the management is aimed at the mission it expresses. During the interview it was highlighted that it is important to sustain quality and that during the initial phase the main concern is safeguarding the institution financially as well as a balanced budget. Nevertheless, the institution must prepare its structure and the approach to its governance to a possible growth scenario. Especially in view of human resources, the institution must provide evidence that it is capable to address a scenario of steady growth, while maintaining the quality of the programs it offers, especially regarding the delivery of education (content) and guidance of students (*recommendation 3*).

Regarding the need to systematically schedule board meetings and report on them, the PoE was informed about the use of 'Monday.com'. Nevertheless, the PoE encourages the institution strongly to invest in a real governance culture. For the time being, notwithstanding the use of the internal platform for board activities, the PoE has the impression that the governance culture can still mature. In this regard, the PoE is convinced that meetings can be leveled up to structural discussions, whereas they now seem to focus on more administrative and compliance related issues*.

Conditions:
1. **Organizational Structure**: Ensure that the composition of governance bodies reflects a balance of expertise and stakeholder representation, including students and external members.
2. **Governance Composition**: Develop and implement a comprehensive organizational chart that clearly defines the roles, responsibilities, and interrelations of all governance entities.
3. **Role Clarity**: Clearly define the roles and responsibilities of all individuals involved in governance to promote accountability and ownership.
4. **Performance Indicators**: Define and implement KPIs aligned with the institution's mission and strategic goals. The KPI's must be gathered in a functioning

dashboard - as was referred to during the site visits - and the institution must make clear how it will be used as a tool for management.

Recommendations:
1. **Stakeholder Involvement**: Actively involves students, alumni, and community representatives in governance and advisory bodies
2. **Local Engagement**: Strengthen ties with the local community by integrating local perspectives into institutional planning and governance.
3. **Strategic Growth Planning**: Develop a strategic growth plan that includes human resource planning to ensure the institution can scale effectively while maintaining quality.

Conclusion:
Standard 2 has a total score of 50 points. EULER demonstrates a foundational governance structure supported by committed leadership. However, the current model lacks the structural clarity and stakeholder inclusivity required for long-term institutional resilience. The PoE issues four conditions and three recommendations to enhance governance effectiveness and alignment with best practices.

STANDARD 3: MANAGEMENT OF QUALITY ASSURANCE AND IMPROVEMENT

Description & Expert Evaluation

EULER University demonstrates a clear commitment to quality assurance, particularly within the context of its online education model. The institution has implemented several mechanisms to monitor and improve the quality of its academic offerings. These include mandatory course surveys, internal reviews, and the use of IT tools to support teaching and learning.

The PoE is aware of the specific context of online education. Nonetheless, the PoE is not fully convinced that the teaching approach, which is quite traditional and - to give one example - could give more attention to teamwork, might be better aligned to the learning objectives. Moreover, the learning objectives must address more than domain specific knowledge, but also the skillset of a professional and generic competences. The PoE also invites the institution to reflect on the impact of artificial intelligence on its learning objectives and teaching and assessment practices (*recommendation 1*).

The PoE learnt during the site visit that the institution is keen on offering relevant study programs. This means that they must be subject to regular and structurally organized reviews. It is not fully clear to the PoE how this will be assured, and especially which stakeholders will be involved in this process and how. For the PoE, as soon as the programs are up and running, the institution must reflect on how to implement the continuous review of the program's relevance, whereby it is necessary to involve enough internal and external stakeholders and expert input (*condition 1*).

The PoE is convinced that there is an undisputed ambition to monitor the study program's quality. However, apart from improvements that can be made in benchmarking, it is not yet fully clear how the data gathered on the quality will be turned into systematic monitoring of the program. The PoE suggests using systematic monitoring as a starting point for a review process of the program on a regular basis. Moreover, the PoE misses a general framework to meaningfully interpret the results. Therefore, it is a must that performance indicators on the quality of the study offer are developed and integrated in a dashboard that enables us to monitor the quality of the offered study programs (*condition 2*).

However, in this regard the PoE notices a very course-oriented approach on quality. It suggests also - for instance starting with surveys - that takes the perspective of the program's quality. Courses can - individually assessed - be of high quality, but this doesn't mean that they fully fit in the program's objective or that the program has a good sequence or an offer that is well balanced (mandatory/optional courses). For this reason, the PoE suggests the institution to give the 'program' (and its management) a more prominent place in the organizational structure.

The interview made clear to the PoE that a global approach on quality assurance and improvement has to be further developed. It is clear to the PoE that the institution has

quality awareness. In this regard an approach of systematic surveys on delivered courses must be mentioned. The surveys are mandatory. The PoE fully understands this but struggles itself with the question whether this approach is optimal and guarantees valid results. The PoE invites the institution to consider alternative methods for collecting stakeholder feedback beyond surveys (*recommendation 2*).

The results of the assessments of the quality must be addressed systematically and traceably in the management concerned bodies. Central hereby is whether modifications are necessary/desirable.

Moreover, the impact of modifications must be followed up and students must be broadly informed about this. The PoE is convinced that improvements will and have to be made in developing a closed feedback loop.

On the positive side, the PoE wants to mention that it has the impression that (teaching) staff is easily accessible and that it is well monitored that lecturers address the questions students have for them. This clearly reduces the risk of escalating problems.

When considering quality, the employee perspective is relevant as well, independent from the characteristics of their appointment. The PoE lacks evidence that employee satisfaction will be integrated into the quality assurance system. For the PoE it is necessary that this criterion is considered, and that the institution formulates appropriate indicators. The Policy about staff professionalization is not fully clear. Therefore, the PoE invites the institution to clarify how positive feedback on lecturers will be rewarded (will they for instance be showcased as a best practice, will they be incentivized...) and how negative feedback will be addressed. Will it lead to (mandatory) coaching or training? Will their improvement be monitored and how? The PoE's concern does not detract from the fact that short communication lines and the use of templates, the training for starting lecturers and the opportunities for further development via Courses are useful assets in maintaining quality. Nevertheless, the use of these tools and levers could be part of a more structured approach (*condition 3*).

The PoE considers that though research activities seem present and well seen, research is not part of the quality infrastructure. It is therefore a prerequisite that the institution defines its position regarding research and consequently defines performance indicators that are used when taking management decisions (and for instance allocating resources) (*condition 4*).

As quality also starts with good management of the enrollment of students, the PoE shares the opinion that the institution must reflect on the definition of meaningful admission criteria and how they will be implemented in the admission process. During the interview the PoE learnt that the focus was attracting professionals who want to further develop their skills and knowledge, but the PoE did not find notice on how this objective was transposed in a coherent and meaningful admission policy (*condition 5*).

During the interviews, the PoE noticed that there could be some confusion in defining the number of ECTS the courses have. For the PoE the correct adoption of the ECTS-system is a crucial element for quality management in higher education. The PoE therefore urges to clarify how the 'ECTS' is conceived and what methodology is used to define the number of ECTS a course has. During the interview it referred to student questionnaires. The PoE is not convinced whether this approach is fully reliable (see standard 4).

Conditions:
1. **Feedback Mechanisms**: Refine student feedback forms to ensure they provide meaningful insights into course quality. Establish a closed feedback loop that includes communication of actions taken based on feedback.
2. **Performance Indicators**: Define KPIs for student feedback, grading distribution, and research output. Integrate these into a quality dashboard for ongoing monitoring.
3. **Grading KPI's**: To guarantee that the learning objectives are fully met when students get their degree KPI's on grading (average grading, distribution of grades, etc.) must be defined and integrated in the quality management process.
4. **Research Integration**: Define KPIs for research activities and integrate them into the quality management cycle.
5. **Employee Perspective**: Include employee satisfaction and performance in the quality assurance system, with appropriate indicators and follow-up mechanisms.

Recommendations:
1. **Impact of AI:** Reflect on the impact of artificial intelligence on its learning objectives and teaching and assessment practices.
2. **Stakeholder Input:** Explore alternative methods for collecting stakeholder feedback beyond surveys.

Conclusion:
Standard 3 has a total score of 52 points. While EULER demonstrates a genuine commitment to quality, the current system lacks the structure and comprehensiveness required for long-lasting improvement. The PoE issues five conditions and one recommendation to support the development of a robust, data-driven quality assurance framework.

STANDARD 4: LEARNING AND TEACHING

Description & Expert Evaluation

EULER University's self-assessment report outlines a modular, asynchronous learning model using the LearnDash LMS platform. The institution promotes flexibility, personalization, and academic rigor, aiming to offer a globally accessible, self-paced educational experience. Each course is divided into seven structured study periods with assigned readings, video lectures, major papers (MPs), and oral exams. In theory, this design supports varied learning styles and global accessibility.

However, the site visit and document review revealed a significant mismatch between the described approach and its practical implementation. It is particularly difficult for external reviewers to verify the curriculum details, course-level information, and alignment of learning objectives. While a program handbook is referenced, access to actual syllabi and curriculum design elements (such as intended learning outcomes, teaching methods, and assessments) is limited and inconsistent. This lack of transparency impedes effective quality assurance and academic benchmarking.

Moreover, some course modules specify a range of ECTS (e.g., 20–30 ECTS for a module) rather than a fixed value. This contradicts standard credit assignment practices in European higher education, where each module must have a clearly defined and justified workload. Such vagueness creates confusion regarding actual student workload and progress expectations. The vagueness also applies to admission criteria which do not refer to a certain language level, prior learning. Recognition of prior formal and non-formal learning remains an undiscovered area at EULER. Also, the conversion of US Credits to ECTS is not correct and not consistently applied (*condition 1, 2, 3, 4, 5, 6, 7*)

Expert panel members that have relatable academic experience in the areas of some of the programs have raised concerns over usefulness, timeliness of some modules in the curriculum. An independent curriculum committee might come in handy in revision of the curriculum addressing today's needs. Alumni, students or external feedback are most welcome in this process (*condition 8*).

A matrix mapping program-level learning outcomes to course-level objectives and teaching methods is entirely missing. This absence makes it impossible to assess whether the curriculum is coherent and outcome-aligned, or if learning objectives are met across the program. The individualized, self-paced nature of the programs—while offering flexibility—also limits structured learning progression and peer interaction (*condition 4, 5, 6, 7*).

Student engagement with content is primarily measured through the submission of assignments and occasional oral exams, but this engagement mechanism is limited in scope and depth. The approach lacks modern pedagogical tools that foster continuous interaction and formative feedback. This issue is compounded by the outdated nature

of the LMS platform (LearnDash on WordPress). The system appears technically functional but visually outdated and pedagogically underwhelming. It became clear that the visual and interactive quality of the platform does not meet the modern expectations of students accustomed to high-quality digital learning environments. This would potentially contribute to lower engagement and motivation *(recommendations 1, 2, 3, 4, 5, 6)*.

Conditions:
1. **Credit Allocation**: The current conversion formula of US Credit x 2 = 2 ECTS does not align with internationally accepted credit conventions. The institution must revise and clearly document how the student workload (in hours) corresponds to credit allocation in accordance with the European Credit Transfer and Accumulation System (ECTS) or equivalent frameworks.
2. **Program Structure**: The LL.M. program does not currently meet the standard requirement of a minimum of 60 ECTS for master's degrees in the European Higher Education Area. The credit structure must be revised accordingly.
3. **Admission Criteria**: Admission requirements for master's programs lack clarity and consistency. The institution must standardize its admission criteria, ensure equivalency checks for foreign qualifications (e.g., using WHED), and provide documented evidence of their implementation.
4. **Master Thesis:** Not all master's programs explicitly include a master's thesis. A final thesis or equivalent capstone project must be a required component of all graduate programs to meet academic standards and qualification level expectations.
5. **Curriculum Mapping**: The curriculum lacks a program-wide matrix mapping individual course learning outcomes to overarching program learning objectives. This matrix must be developed to ensure coherence, progression, and effective quality monitoring across the program.
6. **Qualifications Framework**: Program learning outcomes are not clearly aligned with a recognized qualifications framework (e.g., EQF, Blooms Taxonomy). The institution must revise program outcomes to ensure they reflect the appropriate level descriptors and expected graduate competencies.
7. **Syllabi Transparency**: Course syllabi do not consistently specify the student workload in hours, which undermines the credibility of assigned credit values. Each course must clearly define workload expectations to justify credit allocation.
8. **Curriculum Integrity**: A comprehensive curriculum matrix linking course content, credit values, learning outcomes, assessment methods, and program objectives must be developed and made available to facilitate external review and ensure curriculum integrity.

Recommendations:
1. **Pedagogical Innovation**: The institution should revise and diversify its teaching and assessment strategies to better support a variety of learning outcomes.

Particular attention should be given to incorporating formative assessment, active learning, and methods that promote higher-order thinking skills.

2. **Feedback Mechanisms**: EULER should implement mechanisms—such as standardized course evaluation forms—to regularly collect and analyze student feedback on actual workload and engagement per course. This data should be used to adjust credit allocations and improve instructional design.

3. **Faculty Development**: The institution is encouraged to invest in faculty and administrative staff development, specifically in the areas of curriculum design, learning outcomes mapping, and credit system management in line with international frameworks. External expert support may be beneficial during this process.

4. **LMS Upgrade**: The current LMS platform appears outdated and does not meet the expectations of today's learners in terms of usability and visual quality. It is recommended that EULER upgrade to a modern, visually engaging, and pedagogically rich platform that enhances interactivity and supports multimedia content.

5. **Student Interaction**: The institution should explore ways to improve how students interact with course content. This could include integrating multimedia elements, discussion forums, real-time feedback, and other forms of engagement that go beyond static PDF and assignment submission.

6. **Academic Leadership**: It is recommended that the institution either hire a qualified expert in learning and teaching or substantially improve in-house expertise in this area. The panel observed that key academic staff currently hold multiple roles without formal qualifications in higher education, which presents a risk to academic quality and program coherence.

Conclusion:

Standard 4 has a total score of 49 points. While EULER has established a basic framework for learning and teaching, significant gaps remain in curriculum design, credit allocation, and pedagogical quality. The PoE issues eight conditions and six recommendations to support the development of a coherent, standards-aligned, and student-centered academic model.

STANDARD 5: STUDENT ADMINISTRATION AND SUPPORT SERVICES

Description & Expert Evaluation

EULER outlines that its student administration is managed through an integrated office known as the DAR (Dean/Director of Admissions and Registrar Services), which combines responsibilities typically divided between admissions and registrar functions. The DAR oversees admissions processing, document verification, course scheduling, transcript issuance, and maintenance of academic records. Upon enrollment, students receive a provisional course roadmap, orientation materials, and access to the Course Management System (CMS) and Learning Management System (LMS). The CMS provides information on course status, grades, and progression, while the LMS hosts course content and delivery tools. Orientation support includes faculty contact information, templates, and a guidance manual.

EULER has implemented a comprehensive digital system for student administration, offering clear guidance and access to academic tools and records. The structure of onboarding, course activation, and faculty support is clearly defined and effectively executed. These measures demonstrate a functional student support system that aligns well with remote learning models.

However, the institution does not clearly define or publicly publish formal admission criteria differentiating between academic levels—specifically from Bachelor's to Master's and from Master's to PhD. While admissions appear to be processed systematically, the lack of clearly articulated and accessible progression criteria may limit transparency and hinder student planning and understanding of academic expectations (*condition 1*).

Additionally, while individual support appears to be available through assigned instructors, broader visibility into processes or academic support structures is limited and would benefit from more transparent, accessible presentation (*recommendation 1*).

Conditions:
1. **Admission Criteria**: Define and publish formal admission criteria for progression between degree levels (Bachelor to Master, and Master to PhD), ensuring transparency and consistency.

Recommendations:
1. **Process Visibility**: Improve the visibility and accessibility of institutional processes and student support services through clear documentation and communication channels.

Conclusion:

Standard 5 has a total score of 56 points. EULER University has developed a structured and effective system for student administration and academic support. While operational mechanisms are in place and function smoothly, the standard would be fully

met with clearer admission progression criteria and enhanced transparency in student policy documentation. The PoE issues one condition and one recommendation to address these gaps.

STANDARD 6: LEARNING RESOURCES

Description & Expert Evaluation

EULER University provides a range of learning resources to support its fully online academic programs. These include digital course materials, access to the Learning Management System (LMS), and IT support services. The institution has also introduced initiatives such as orientation courses, academic writing modules, and mental health support through external platforms like "timely.care".

Despite these efforts, the PoE found that the institution lacks a comprehensive policy framework for learning resources and student support. The PoE sometimes got the impression that student support essentially concerns IT-problems Many other initiatives appear ad hoc and are not clearly integrated into a broader strategic plan (*condition 1*).

For the PoE, the quality and academic level of the learning materials is a focal point when it comes to learning resources. The PoE learnt that the lecturer, to whom autonomy and trust is given as an expert in its field, decides on the course materials (selection of books, videos, etc.). It is an obvious premise for the expert panel that copyright and academic integrity best practices are taken into account when lecturers develop course materials. The lecturer is hereby guided and trained, which is the duty of the 'principal professor', who oversees the overall study program. For the PoE it is unclear whether and how the methodology to assure the quality and 'fit' of the study materials is documented. According to the PoE it is also unknown whether the alignment between lecturer and principal professor is documented, as is unclear as well whether and how the role and responsibilities of the latter is described. Moreover, the PoE invites the institution to clearly determine the principal lecturer's role, tools and responsibilities and position to the lecturers (*recommendation 1*).

According to the PoE, the quality of the learning resources also depends on the awareness of and familiarity with the study program and the knowledge of how the different courses contribute to the objectives of the study program. For the PoE, it is therefore necessary that all those who contribute to a study program meet - in person or virtually - on a regular basis (and at least once a year) to be informed of their mutual role in and contribution to the objectives of the study program. This meeting also enables coordination of the choice of study materials and of course content. Moreover, this enhances a sense of belonging and can be a platform for cooperation (e.g. in research initiatives, or joint pedagogical projects...). This will support lecturers and enhance their sense of ownership and belonging. It moreover enables a joint discussion about the need to modify or update the study program or one/some of its components (*condition 2 + recommendation 1*).

The PoE acknowledges the institution's efforts to introduce students to academic studies, e.g. by offering courses on 'academic writing'. Moreover, the institution seemingly provides IT-tools that can support students. Valuable as this may be, the PoE notices a possible focus on formalities and invites the institution to reflect on the necessity to introduce students' level- and content-related requirements when studying.

The main concern for the PoE is the availability of sufficient materials for study and research at a full-fledged academic level. This availability is, according to the PoE, a prime characteristic for a university. The PoE wants to express the clear need - on the mid to long term - to provide for the availability of sufficient scientific sources to sustain the learning process. The PoE considers this as a crucial element for possible reaccreditation. Also, the institution must reflect on strategies to integrate the library's potential in research and teaching activities. The library also must support research activities by lecturers (*recommendation 2*).

Conditions:
1. **Lecturer meeting:** Organize at least one mandatory annual meeting (virtual, physical, or hybrid) for all lecturers and principal professors to coordinate course content, share practices, and align academic standards. These meetings must be documented (agendas, minutes, list of participants...).
2. **Learning Support Policy**: Develop and implement formal policies on student learning support, including strategies for implementation, resource allocation, and follow-up mechanisms.

Recommendations:
1. **Alignment Process**: Document the alignment process between lecturers and principal professors regarding the selection and quality of learning materials. Use formal minutes to ensure traceability and consistency.
2. **Library Access**: Develop a mid- to long-term strategy to provide students and staff with access to external academic libraries and integrate these resources into teaching and research activities.

Conclusion:
Standard 6 has a total score of 53 points. While EULER demonstrates awareness of the importance of learning resources and has taken several positive steps, the current approach lacks strategic coordination and long-term planning. The PoE issues two conditions and two recommendations to support the development of a comprehensive and academically robust learning resource framework.

STANDARD 7: FACILITIES AND EQUIPMENT

Description & Expert Evaluation

EULER, as an institution dedicated to online learning programs, has provided documentation outlining its strategies for addressing the requirements of facilities and equipment, appropriately considering the specific demands of its educational delivery method. The institution articulates that policy and planning in this domain are executed through a collaborative effort involving the University Board.

EULER asserts that its international facilities and equipment, which are secured and managed in conjunction with EUCLID, are suitably equipped to ensure the dependable delivery of its online programs. The institution details its physical presence across several international locations, including a headquarters office situated in Willemstad, access to resources located at the EUCLID headquarters building in Banjul, The Gambia, a liaison office operating through its partnership with EUCLID in Washington D.C., and a liaison office in The Hague, Netherlands. For each of these operational locations, EULER has designated a responsible manager to oversee local activities. The Willemstad office is described as having an archival room for document management and access to a meeting room to facilitate local meetings and engagements.

Recognizing the pivotal role of Information Technology in its online educational model, EULER emphasizes its commitment to utilizing leading service providers and technological solutions for its IT infrastructure. To illustrate this commitment, the institution cites its website hosting on Pressidium and its cloud-based file management system outsourced to EGNYTE. Furthermore, EULER highlights its recent investment in expanding its server infrastructure through the acquisition of an additional xCloud server in 2024. The institution's Learning Management System (LMS) is identified as the LearnDash platform. EULER provides specific web addresses for its primary website, its LMS platform, and its Content Management System (CMS).

Regarding the provision of student residences, this aspect is not applicable to its operational model, as the institution is exclusively focused on delivering online learning programs and does not offer on-campus accommodation.

During the on-site evaluation visit, the expert team focused on gathering detailed information concerning the institution's policies and practical implementation strategies related to the critical areas of data protection and information security. A notable finding was the absence of clearly defined and documented protocols addressing several key aspects of data management. Specifically, there were no explicit guidelines outlining the prescribed duration for the retention of student-related information, the procedures to be followed in the event of a data breach incident, or the stipulated retention period for recordings of online lectures and meetings (*conditions 1, 2*).

Furthermore, the evaluation revealed a lack of a formal processes to ensure that individuals participating in online sessions are duly informed about any video and audio monitoring practices and that their explicit consent for such monitoring is obtained. The expert team suggested that incorporating explicit clauses addressing these aspects into the institution's student agreements would be a necessary step towards ensuring transparency and compliance with best practices (*condition 3*).

Additionally, it was observed that neither the administrative staff nor the academic personnel undergo specific training programs focused on information security and personal data protection. This lack of formal training raises concerns about their preparedness to consistently adhere to relevant standards and effectively safeguard sensitive data in their daily practices (*recommendation 1*).

Conditions:
1. **Data Protection Policy**: The institution must develop and implement a comprehensive policy addressing the processing of personal data, clearly outlining the duration for which student information is retained in accordance with relevant data protection regulations.
2. **Crisis Management**: The institution must establish and document a robust crisis management plan for data breach incidents. This plan should include clear protocols for communication, an Emergency Operating Procedure (EOP), and a detailed backup and restore strategy to ensure business continuity.
3. **Consent for Recordings**: Explicit consent must be obtained from students whenever online sessions are recorded. This requirement should be clearly articulated and explicitly included in student agreements to ensure transparency and compliance.

Recommendations:

1. **Training and Awareness**: The institution should develop and implement mandatory behavioral training programs for all staff and academic personnel, as well as students, focusing on information security awareness and best practices for personal data protection. This training should aim to identify potential risks and promote a culture of security consciousness within the institution.

Conclusion:
Standard 7 has a total score of 58 points. Standard 7 demonstrates a foundational understanding of the infrastructure necessary for EULER's online program delivery. However, significant conditions related to data protection and information security require immediate and comprehensive action. There are three conditions here and one recommendation.

STANDARD 8: FINANCIAL PLANNING AND MANAGEMENT

Description & Expert Evaluation

EULER University has developed a financial operations framework outlined in its "EULER Financial Operations Manual." This document defines roles and responsibilities for financial oversight, including budgeting, accounting, and reporting. Key roles include the Finance Officer, Accounts Clerk, Budget Manager, and External Auditor. Financial operations are supported by tools such as Zoho for accounting and Bank of America for account management.

The institution conducts monthly reconciliations, dual authorization for payments, and internal audits. Budgeting is based on projected revenues and expenses, with monthly reviews comparing actuals against forecasts. However, the PoE noted that financial planning lacks long-term projections and transparency in key areas such as tuition revenue, lecturer compensation, and the phasing out of external financial support.

For Account Management Bank of America (US) is used. The access is primarily restricted to the Finance Officer. The internal accounting system used is Zoho. Zoho is used to issue invoices, send reminders for overdue payments. There is a simplified chart of accounts implemented reflecting EULER's financial structure. Monthly reconciliations in Zoho Accounting to match transactions with bank statements. Weekly processing of checks and wire transfers, authorized and documented in Zoho.

For budgeting and financial planning an annual budget is provided based on projected revenue and expenses, the proposed budget is submitted for review to the finance committee. A monthly review is in place to compare actuals against budget. For all the budgeting and financial planning, the information is in Zoho, nevertheless it would be helpful for improving the financial operations of having a better overview of financial figures on a more holistic level (*recommendation 1*).

External audits are done via CPA, due to the current size external audits are not very extensive. Since account management is done via an American bank, EULER is obliged to comply with US law for all its financial operations.

EULER presented and shared financial plans for 2025-2026. The budget plan for 2027 and 2028 was missing (*condition 1*). EULER is currently still mainly financed by EUCLID. The contract between EULER and EUCLID was shared. There was no clear plan presented, when and how the financial sponsoring of EUCLID will be fully phased out, and EULER will be able to operate financially independently (*condition 2*). According to the contract, access to physical facilities and especially to digital and IT resources will also remain in place in the future.

The future financing of EULER should come from student tuition and fees. It was not clearly outlined in the documents and the presentation how much student tuition and fees will be charged. There should be a clear overview of how much a student will pay

and how much students are budgeted to make the figures in the budget plan more understandable (*condition 3*).

Next to the fixed costs presented in the budget plan a main cost driver are the fees to be paid for the lecturers. Same as for student tuition and fees this requires a more detailed outlining and explanation how high the payments to Lecturers are in detail and how a growing student number will also impact the payments to Lecturers. Also, the composition of payments to other academic staff needs to be better explained in the budget planning (*condition 4*).

Conditions:
1. **Long-Term Budgeting**: Develop and submit a comprehensive financial plan covering the years 2027–2029.
2. **Financial Independence**: Provide a clear strategy and timeline for phasing out financial support from EUCLID and achieving institutional financial autonomy.
3. **Tuition Transparency**: Clearly outline tuition fees per program and student and provide enrollment projections through 2029 to support financial forecasting.
4. **Staff Compensation**: Detail the composition of payments to lecturers and academic staff, including how these costs will scale with student growth.

Recommendations:
1. **Financial Dashboard**: Develop a financial dashboard that visualizes key performance indicators (KPIs) to support strategic financial decision-making.

Conclusion:
Standard 8 has a total score of 63 points. EULER has implemented a structured financial management system, but long-term planning and transparency must be improved to ensure sustainability. The PoE issues four conditions and one recommendation to strengthen financial planning and align it with institutional growth and independence goals.

STANDARD 9: EMPLOYMENT PROCESSES

Description & Expert Evaluation

EULER University outlines its faculty and staff employment procedures in a formal Faculty and Staff Recruitment Manual. This document reflects the institution's commitment to transparent, equitable, and mission-aligned hiring practices. It includes sections on job advertising, application handling, interview protocols, evaluation criteria, hiring decisions, and onboarding. In addition to recruitment, EULER has a HR Manual that covers staff management and dispute resolution. This manual promotes fairness, accountability, and respect in workplace relations.

EULER's employment framework demonstrates an organized and thoughtful approach to recruiting and managing academic and administrative personnel.

However, despite a solid foundation in documentation, operational implementation reveals key gaps. There is currently no evidence of regular lecturer or academic staff meetings, which limit collaborative engagement and academic consistency across the institution (*condition 1*). Additionally, onboarding resources appear generalized and not sufficiently tailored to local hires in Curaçao, which is important for strengthening community ties and retention of regional staff (*condition 2*).

Further, while onboarding is mentioned in the manuals, the process would benefit from a structured, mandatory onboarding course for all new instructors, particularly to support consistency in academic delivery and alignment with institutional culture (*recommendation 1*). Finally, although diversity is cited in the recruitment philosophy, its practical integration into the selection process is not clearly outlined, and there is no apparent local employee growth plan to foster staff development and inclusion in the Curaçao context (*recommendation 2 and 3*).

Conditions:
1. **Academic Staff Engagement**: Implement regular meetings for lecturers and academic staff to support internal coordination and peer exchange.
2. **Localized Onboarding**: Develop a localized onboarding package specifically for new hires in Curaçao to ensure cultural and operational alignment.

Recommendations:
1. **Onboarding Course**: Introduce a structured, mandatory onboarding course for all new instructors to ensure consistency in teaching and expectations.
2. **Local Staff Development**: Establish a growth plan for local employees to support professional development and inclusion.
3. **Diversity Integration**: Integrate diversity more explicitly into the recruitment and selection process.

Conclusion:

Standard 9 has a total score of 60 points. EULER University has established a coherent and well-documented framework for employment processes that meets many of the formal requirements of the standard. However, the full implementation of collaborative practices and local integration strategies remains incomplete. Two conditions and three recommendations have been provided to support a more inclusive, structured, and community-aligned employment model.

STANDARD 10: RESEARCH

Description & Expert Evaluation

EULER presents a commitment to research that is seemingly integrated into its overarching strategy. The provided research policy statement, accessible online, outlines EULER's intention to establish systematic connections between research endeavors, teaching, and knowledge dissemination. Furthermore, the documentation indicates a proactive approach towards emerging research fields and a commitment to remaining attuned to scientific trends and research demands within its environment.

The institution states that all faculty members are encouraged to engage in scholarly activities to ensure alignment with the latest developments in their fields, with the expectation that this research will inform their teaching methodologies. Specifically, the Faculty Handbook reportedly mandates active research participation for faculty teaching postgraduate programs or supervising higher-degree research students.

The documentation suggests that faculty members are encouraged to pursue their research interests and publish their findings, notably in the institution's proprietary IRPJ Academic Journal. The Faculty Handbook also reportedly stipulates that research contributions are acknowledged and considered in evaluation and promotion criteria. Policy regarding the intellectual property is reportedly outlined in Faculty Appointment Agreements and Student Enrollment Agreements.

The institution has developed courses dedicated to research methods, such as D-DTH1. The prominent placement of research-related links on its website, including the IRPJ platform, further underscores this emphasis. The website also facilitates the online publication of student theses and dissertations.

During the on-site visit, discrepancies emerged between the documented policies and their actual implementation. While the policy document linked internships to research and student research conferences, research assistantships, and research grants, discussions during the visit indicated that the latter two are not currently in place. This inconsistency raises concerns about the accuracy and completeness of the documented research support mechanisms (*condition 1*).

Furthermore, the integration of internships into the broader research landscape appears somewhat isolated. While mentioned in the policy document, the visit did not provide clear evidence of how internships are systematically connected to the institution's research endeavors or how they contribute to students' research skills development within the academic programs (*recommendation 1*).

Moreover, to strengthen the university's research activities, it is crucially important to develop a medium to long-term strategy for attracting grant funding and encouraging staff engagement in this area, as well as to actively explore opportunities for collaboration with industry and society. It is essential to clearly define criteria for

research policy and indicators of success to ensure the effective management of research directions. In the long term, research activities need to be reflected in job descriptions, as many research outcomes are often achieved outside the university's immediate framework. Finally, considering the possibility of organizing research conferences is worthwhile as a tool for connecting with society through research. All of these points must be clearly incorporated into the university's research strategy. (*recommendation 2*).

Conditions:
1. **Policy Alignment**: The policy document mentions student research assistantships and research grants that are not currently implemented; therefore, the institution must align its policy with current practices.

Recommendations:
1. **Internship Integration**: To enhance the integration of experiential learning with research, EULER should clearly articulate how internships are linked to specific academic programs and how they contribute to the development of students' research skills. This could involve incorporating research-based projects within internships or providing clear pathways for students to transition from internships to more formal research activities.
2. **Strategic Research Planning**: EULER should develop a more clearly defined research strategy that outlines its specific research ambitions, priorities, and the concrete steps it will take to achieve these ambitions. This strategy should include measurable targets, timelines, and resource allocation plans.

Conclusion:
Standard 10 has a total score of 59 points. EULER encourages faculty research and publication and emphasizes the integration of research into teaching. However, the discrepancies identified during the on-site visit regarding the implementation of research support mechanisms and the isolated nature of internships necessitate attention. There is one condition here and two recommendations.

STANDARD 11: RELATIONSHIP WITH THE COMMUNITY

Description & Expert Evaluation

EULER University presents itself as a global, fully online institution, yet expresses a clear commitment to community engagement, particularly through its strategic alignment with international organizations and its planned presence in Curaçao and the Netherlands. The institution outlines its policy toward community service and engagement, including stakeholder interaction, outreach, and partnerships. However, the panel noted that these initiatives remain largely aspirational or informal, lacking the structured planning and institutional anchoring required for long-term impact.

The expert team recognizes that EULER's online nature as well as its ambition to serve students worldwide brings inherent challenges in maintaining localized community ties, yet there are numerous meaningful opportunities that remain untapped. While there is some engagement with the global academic and diplomatic community—facilitated through partnerships with EUCLID and affiliated professionals—local engagement on Curaçao is still limited, unstructured, and overly reliant on individual efforts (*condition 1*).

For example, no clear long-term roadmap exists for regular community-facing activities on the island, such as graduation ceremonies, academic forums, or public engagement events. Similarly, while there are indications of intent to build an alumni network, no actionable strategy or infrastructure has been implemented to activate and sustain this important stakeholder group (*condition 1*).

Additionally, while individual faculty or administrators may have strong external networks, there is no institutionalized approach to building local relationships with government bodies or civil society organizations (*recommendations 1, 2, 3*). This presents a reputational and operational risk if key personnel change or relocate.

Conditions
1. **Alumni Network**: The institution must outline and implement a strategic plan to establish and sustain a structured alumni network. This plan should detail how the network will be made attractive, relevant, and actively maintained to foster long-term institutional engagement.
2. **Local Engagement Plan**: EULER must develop a mid- to long-term plan (covering at least the next 5–6 years) for organizing local activities in Curaçao, including events such as graduation ceremonies, stakeholder forums, and academic public outreach.

Recommendations

1. **Local Representation**: It is recommended that the institution strengthen its presence in key geographic areas by appointing more local representatives or liaison officers to support community engagement and visibility.
2. **Government Relations**: A long-term strategy should be developed to institutionalize relationships with local and regional governments, reducing dependency on a single individual.
3. **Public Events**: The institution is encouraged to initiate regular events on Curaçao—such as open lectures, alumni meetups, or graduation ceremonies—to strengthen its presence and visibility within the local community.

Conclusion

Standard 11 has a total score of 61 points. While EULER demonstrates a foundational awareness of its responsibility toward community engagement and has outlined general intentions, the institution lacks structured plans and operational mechanisms in key areas such as alumni relations and localized activities. Given its online nature, the panel acknowledges the unique context but believes that concrete action is both feasible and necessary.

IV. Summary of Findings

CONDITIONS

	Conditions
Standard 1	1. **Student and Stakeholder Input:** Incorporate student and other stakeholder input into the formulation and review of the university's mission. 2. **Role of Students:** Clearly underline and document the role of students in developing or influencing the mission statement.
Standard 2	1. **Organizational Structure:** Ensure that the composition of governance bodies reflects a balance of expertise and stakeholder representation, including students and external members. 2. **Governance Composition**: Develop and implement a comprehensive organizational chart that clearly defines the roles, responsibilities, and interrelations of all governance entities. 3. **Role Clarity**: Clearly define the roles and responsibilities of all individuals involved in governance to promote accountability and ownership. 4. **Performance Indicators**: Define and implement KPIs aligned with the institution's mission and strategic goals. The KPI's must be gathered in a functioning dashboard - as was referred to during the site visits - and the institution must make clear how it will be used as a tool for management.
Standard 3	1. **Feedback Mechanisms**: Refine student feedback forms to ensure they provide meaningful insights into course quality. Establish a closed feedback loop that includes communication of actions taken based on feedback. 2. **Performance Indicators**: Define KPIs for student feedback, grading distribution, and research output. Integrate these into a quality dashboard for ongoing monitoring. 3. **Employee Perspective**: To guarantee that the learning objectives are fully met when students get their degree KPI's on grading (average grading, distribution of grades, etc.) must be defined and integrated in the quality management process. 4. **Research Integration**: Define KPIs for research activities and integrate them into the quality management cycle. 5. **Admission Criteria**: Include employee satisfaction and performance in the quality assurance system, with appropriate indicators and follow-up mechanisms.
Standard 4	1. **Credit Allocation**: The current conversion formula of US Credit x 2 = 2 ECTS does not align with internationally accepted credit conventions. The institution must revise and clearly document how the student workload (in hours) corresponds to credit

		allocation in accordance with the European Credit Transfer and Accumulation System (ECTS) or equivalent frameworks.
	2.	**Program Structure**: The LL.M. program does not currently meet the standard requirement of a minimum of 60 ECTS for master's degrees in the European Higher Education Area. The credit structure must be revised accordingly.
	3.	**Admission Criteria**: Admission requirements for master's programs lack clarity and consistency. The institution must standardize its admission criteria, ensure equivalency checks for foreign qualifications (e.g., using WHED), and provide documented evidence of their implementation.
	4.	**Master Thesis:** Not all master's programs explicitly include a master's thesis. A final thesis or equivalent capstone project must be a required component of all graduate programs to meet academic standards and qualification level expectations.
	5.	**Curriculum Mapping**: The curriculum lacks a program-wide matrix mapping individual course learning outcomes to overarching program learning objectives. This matrix must be developed to ensure coherence, progression, and effective quality monitoring across the program.
	6.	**Qualifications Framework**: Program learning outcomes are not clearly aligned with a recognized qualifications framework (e.g., EQF, Blooms Taxonomy). The institution must revise program outcomes to ensure they reflect the appropriate level descriptors and expected graduate competencies.
	7.	**Syllabi Transparency**: Course syllabi do not consistently specify the student workload in hours, which undermines the credibility of assigned credit values. Each course must clearly define workload expectations to justify credit allocation.
	8.	**Curriculum Integrity**: A comprehensive curriculum matrix linking course content, credit values, learning outcomes, assessment methods, and program objectives must be developed and made available to facilitate external review and ensure curriculum integrity.
Standard 5	1.	**Admission Criteria**: Define and publish formal admission criteria for progression between degree levels (Bachelor to Master, and Master to PhD), ensuring transparency and consistency.
Standard 6	1.	**Lecturer meeting:** Organize at least one mandatory annual meeting (virtual, physical, or hybrid) for all lecturers and principal professors to coordinate course content, share practices, and align academic standards. These meetings must be documented (agendas, minutes, list of participants...).

	2. **Learning Support Policy**: Develop and implement formal policies on student learning support, including strategies for implementation, resource allocation, and follow-up mechanisms.
Standard 7	1. **Data Protection Policy**: The institution must develop and implement a comprehensive policy addressing the processing of personal data, clearly outlining the duration for which student information is retained in accordance with relevant data protection regulations.
	2. **Crisis Management**: The institution must establish and document a robust crisis management plan for data breach incidents. This plan should include clear protocols for communication, an Emergency Operating Procedure (EOP), and a detailed backup and restore strategy to ensure business continuity.
	3. **Consent for Recordings**: Explicit consent must be obtained from students whenever online sessions are recorded. This requirement should be clearly articulated and explicitly included in student agreements to ensure transparency and compliance.
Standard 8	1. **Long-Term Budgeting**: Develop and submit a comprehensive financial plan covering the years 2027–2029.
	2. **Financial Independence**: Provide a clear strategy and timeline for phasing out financial support from EUCLID and achieving institutional financial autonomy.
	3. **Tuition Transparency**: Clearly outline tuition fees per program and student and provide enrollment projections through 2029 to support financial forecasting.
	4. **Staff Compensation**: Detail the composition of payments to lecturers and academic staff, including how these costs will scale with student growth.
Standard 9	1. **Academic Staff Engagement**: Implement regular meetings for lecturers and academic staff to support internal coordination and peer exchange.
	2. **Localized Onboarding**: Develop a localized onboarding package specifically for new hires in Curaçao to ensure cultural and operational alignment.
Standard 10	1. **Policy Alignment**: The policy document mentions student research assistantships and research grants that are not currently implemented; therefore, the institution must align its policy with current practices.
Standard 11	1. **Alumni Network**: The institution must outline and implement a strategic plan to establish and sustain a structured alumni network. This plan should detail how the network will be made attractive,

relevant, and actively maintained to foster long-term institutional engagement.

2. **Local Engagement Plan**: EULER must develop a mid- to long-term plan (covering at least the next 5–6 years) for organizing local activities in Curaçao, including events such as graduation ceremonies, stakeholder forums, and academic public outreach.

RECOMMENDATIONS

	Recommendations
Standard 1	1. **Institutional Operations:** Ensure all institutional operations, particularly program design and academic services, are demonstrably based on the mission. 2. **Impact of AI:** Conduct a structured exercise exploring the impact of artificial intelligence on the university's mission and future direction. 3. **Student Appeal Process:** Make the student appeal process more visible, transparent, and easily accessible. 4. **Responsible use of AI:** Offer a course on responsible use of AI.
Standard 2	1. **Stakeholder Involvement**: Actively involves students, alumni, and community representatives in governance and advisory bodies 2. **Local Engagement**: Strengthen ties with the local community by integrating local perspectives into institutional planning and governance. 3. **Strategic Growth Planning**: Develop a strategic growth plan that includes human resource planning to ensure the institution can scale effectively while maintaining quality.
Standard 3	1. **Impact of AI:** Reflect on the impact of artificial intelligence on its learning objectives and teaching and assessment practices. 2. **Stakeholder Input:** Explore alternative methods for collecting stakeholder feedback beyond surveys.
Standard 4	1. **Pedagogical Innovation**: The institution should revise and diversify its teaching and assessment strategies to better support a variety of learning outcomes. Particular attention should be given to incorporating formative assessment, active learning, and methods that promote higher-order thinking skills. 2. **Feedback Mechanisms**: EULER should implement mechanisms—such as standardized course evaluation forms—to regularly collect and analyze student feedback on actual workload and engagement per course. This data should be used to adjust credit allocations and improve instructional design. 3. **Faculty Development**: The institution is encouraged to invest in faculty and administrative staff development, specifically in the

	areas of curriculum design, learning outcomes mapping, and credit system management in line with international frameworks. External expert support may be beneficial during this process. 4. **LMS Upgrade**: The current LMS platform appears outdated and does not meet the expectations of today's learners in terms of usability and visual quality. It is recommended that EULER upgrade to a modern, visually engaging, and pedagogically rich platform that enhances interactivity and supports multimedia content. 5. **Student Interaction**: The institution should explore ways to improve how students interact with course content. This could include integrating multimedia elements, discussion forums, real-time feedback, and other forms of engagement that go beyond static PDF and assignment submission. 6. **Academic Leadership**: It is recommended that the institution either hire a qualified expert in learning and teaching or substantially improve in-house expertise in this area. The panel observed that key academic staff currently hold multiple roles without formal qualifications in higher education, which presents a risk to academic quality and program coherence.
Standard 5	1. **Process Visibility**: Improve the visibility and accessibility of institutional processes and student support services through clear documentation and communication channels.
Standard 6	1. **Alignment Process**: Document the alignment process between lecturers and principal professors regarding the selection and quality of learning materials. Use formal minutes to ensure traceability and consistency. 2. **Library Access**: Develop a mid- to long-term strategy to provide students and staff with access to external academic libraries and integrate these resources into teaching and research activities.
Standard 7	1. **Training and Awareness**: The institution should develop and implement mandatory behavioral training programs for all staff and academic personnel, as well as students, focusing on information security awareness and best practices for personal data protection. This training should aim to identify potential risks and promote a culture of security consciousness within the institution.
Standard 8	1. **Financial Dashboard**: Develop a financial dashboard that visualizes key performance indicators (KPIs) to support strategic financial decision-making.
Standard 9	1. **Onboarding Course**: Introduce a structured, mandatory onboarding course for all new instructors to ensure consistency in teaching and expectations. 2. **Local Staff Development**: Establish a growth plan for local employees to support professional development and inclusion.

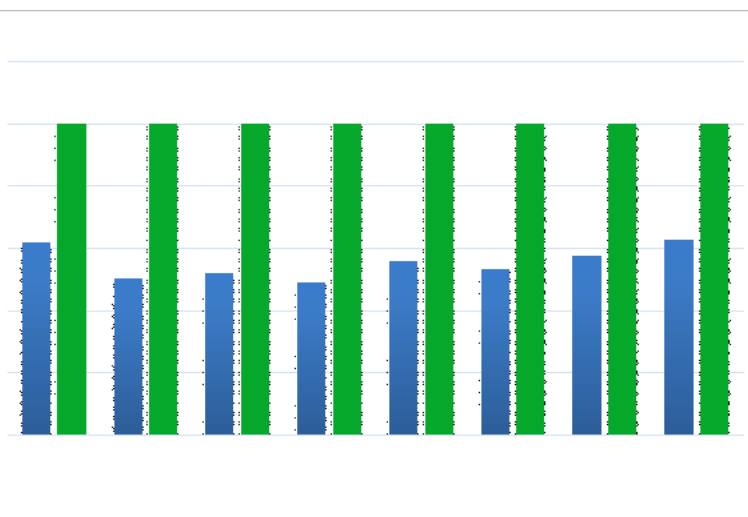|		
	3.	**Diversity Integration**: Integrate diversity more explicitly into the recruitment and selection process.
Standard 10	1.	**Internship Integration**: To enhance the integration of experiential learning with research, EULER should clearly articulate how internships are linked to specific academic programs and how they contribute to the development of students' research skills. This could involve incorporating research-based projects within internships or providing clear pathways for students to transition from internships to more formal research activities.
	2.	**Strategic Research Planning**: EULER should develop a more clearly defined research strategy that outlines its specific research ambitions, priorities, and the concrete steps it will take to achieve these ambitions. This strategy should include measurable targets, timelines, and resource allocation plans
Standard 11	1.	**Local Representation**: It is recommended that the institution strengthen its presence in key geographic areas by appointing more local representatives or liaison officers to support community engagement and visibility.
	2.	**Government Relations**: A long-term strategy should be developed to institutionalize relationships with local and regional governments, reducing dependency on a single individual.
	3.	**Public Events**: The institution is encouraged to initiate regular events on Curaçao—such as open lectures, alumni meetups, or graduation ceremonies—to strengthen its presence and visibility within the local community.

V. Results

RESULT MATRIX Institutional Accreditation

	Total	Max. Points
Standard 1: Mission Goals and Objectives	62	100
Standard 2: Governance and Administration	50	100
Standard 3: Management of Quality Assurance and Improvement	52	100
Standard 4: Learning and Teaching	49	100
Standard 5: Student Administration and Support Services	56	100
Standard 6: Learning Resources	53	100
Standard 7: Facilities and Equipment	58	100
Standard 8: Financial Planning and Management	63	100
Standard 9: Employment Processes	60	100
Standard 10: Research	59	100
Standard 11: Relationships with the Community	61	100
Total	**622**	**1100**
Percentage %	**56,5%**	

Minimum to accreditate with or without conditions: > 350 Pts. (of 700) in total of Standard 3, 4, 5, 6, 8, 9, 10 and in total of all 11 standards minimum > 50% (> 550 Points) | 392 |

Scoring description	Score
Poor No systematic approach is evident. Information provided has no concrete evidence. There is a noticeable absence of any implementation of an approach.	0 - 15
Minimal There are indications of a systematic approach to the basic requirements of the standards. Implementation of the approach is in the early stages. Making it difficult in some areas to achieve the basic requirements of the standard	15 - 35
Sufficient There is clear evidence of an efficient systematic approach that addresses the basic (fundamental) requirements of the standards. The approach is considerably implemented but still has certain areas which need further implementation	35 - 55
Above average There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards. The approach is well implemented with no significant gaps	55 - 75
Excellent There is clear evidence of an efficient systematic approach that fully addresses the requirements of the standards. The approach is fully implemented with no significant weaknesses or gaps.	75 - 100

VI. Recommendation of Panel (accreditation decision)

The Panel recommends that EULER is granted accreditation with the **34** conditions outlined below:

1. **Student and Stakeholder Input:** Incorporate student and other stakeholder input into the formulation and review of the university's mission.   2. **Role of Students:** Clearly underline and document the role of students in developing or influencing the mission statement.
3. **Organizational Structure**: Ensure that the composition of governance bodies reflects a balance of expertise and stakeholder representation, including students and external members.   4. **Governance Composition**: Develop and implement a comprehensive organizational chart that clearly defines the roles, responsibilities, and interrelations of all governance entities.   5. **Role Clarity**: Clearly define the roles and responsibilities of all individuals involved in governance to promote accountability and ownership.   6. **Performance Indicators**: Define and implement KPIs aligned with the institution's mission and strategic goals. The KPI's must be gathered in a functioning dashboard - as was referred to during the site visits - and the institution must make clear how it will be used as a tool for management.
7. **Feedback Mechanisms**: Refine student feedback forms to ensure they provide meaningful insights into course quality. Establish a closed feedback loop that includes communication of actions taken based on feedback.   8. **Performance Indicators**: Define KPIs for student feedback, grading distribution, and research output. Integrate these into a quality dashboard for ongoing monitoring.   9. **Grading KPI's**: To guarantee that the learning objectives are fully met when students get their degree KPI's on grading (average grading, distribution of grades, etc.) must be defined and integrated in the quality management process.   10. **Research Integration**: Define KPIs for research activities and integrate them into the quality management cycle.   11. **Employee Perspective**: Include employee satisfaction and performance in the quality assurance system, with appropriate indicators and follow-up mechanisms.
12. **Credit Allocation**: The current conversion formula of US Credit x 2 = 2 ECTS does not align with internationally accepted credit conventions. The institution must revise and clearly document how the student workload (in hours) corresponds to credit allocation in accordance with the European Credit Transfer and Accumulation System (ECTS) or equivalent frameworks.   13. **Program Structure**: The LL.M. program does not currently meet the standard requirement of a minimum of 60 ECTS for master's degrees in the European Higher Education Area. The credit structure must be revised accordingly.   14. **Admission Criteria**: Admission requirements for master's programs lack clarity and consistency. The institution must standardize its admission criteria, ensure

equivalency checks for foreign qualifications (e.g., using WHED), and provide documented evidence of their implementation.

15. **Master Thesis:** Not all master's programs explicitly include a master's thesis. A final thesis or equivalent capstone project must be a required component of all graduate programs to meet academic standards and qualification level expectations.

16. **Curriculum Mapping**: The curriculum lacks a program-wide matrix mapping individual course learning outcomes to overarching program learning objectives. This matrix must be developed to ensure coherence, progression, and effective quality monitoring across the program.

17. **Qualifications Framework**: Program learning outcomes are not clearly aligned with a recognized qualifications framework (e.g., EQF, Blooms Taxonomy). The institution must revise program outcomes to ensure they reflect the appropriate level descriptors and expected graduate competencies.

18. **Syllabi Transparency**: Course syllabi do not consistently specify the student workload in hours, which undermines the credibility of assigned credit values. Each course must clearly define workload expectations to justify credit allocation.

19. **Curriculum Integrity**: A comprehensive curriculum matrix linking course content, credit values, learning outcomes, assessment methods, and program objectives must be developed and made available to facilitate external review and ensure curriculum integrity.

20. **Admission Criteria**: Define and publish formal admission criteria for progression between degree levels (Bachelor to Master, and Master to PhD), ensuring transparency and consistency.

21. **Lecturer meeting:** Organize at least one mandatory annual meeting (virtual, physical, or hybrid) for all lecturers and principal professors to coordinate course content, share practices, and align academic standards. These meetings must be documented (agendas, minutes, list of participants...).

22. **Learning Support Policy**: Develop and implement formal policies on student learning support, including strategies for implementation, resource allocation, and follow-up mechanisms.

23. **Data Protection Policy**: The institution must develop and implement a comprehensive policy addressing the processing of personal data, clearly outlining the duration for which student information is retained in accordance with relevant data protection regulations.

24. **Crisis Management**: The institution must establish and document a robust crisis management plan for data breach incidents. This plan should include clear protocols for communication, an Emergency Operating Procedure (EOP), and a detailed backup and restore strategy to ensure business continuity.

25. **Consent for Recordings**: Explicit consent must be obtained from students whenever online sessions are recorded. This requirement should be clearly articulated and explicitly included in student agreements to ensure transparency and compliance.

26. **Long-Term Budgeting**: Develop and submit a comprehensive financial plan covering the years 2027–2029.
27. **Financial Independence**: Provide a clear strategy and timeline for phasing out financial support from EUCLID and achieving institutional financial autonomy.
28. **Tuition Transparency**: Clearly outline tuition fees per program and student and provide enrollment projections through 2029 to support financial forecasting.
29. **Staff Compensation**: Detail the composition of payments to lecturers and academic staff, including how these costs will scale with student growth.
30. **Academic Staff Engagement**: Implement regular meetings for lecturers and academic staff to support internal coordination and peer exchange.
31. **Localized Onboarding**: Develop a localized onboarding package specifically for new hires in Curaçao to ensure cultural and operational alignment.
32. **Policy Alignment**: The policy document mentions student research assistantships and research grants that are not currently implemented; therefore, the institution must align its policy with current practices.
33. **Alumni Network**: The institution must outline and implement a strategic plan to establish and sustain a structured alumni network. This plan should detail how the network will be made attractive, relevant, and actively maintained to foster long-term institutional engagement.
34. **Local Engagement Plan**: EULER must develop a mid- to long-term plan (covering at least the next 5–6 years) for organizing local activities in Curaçao, including events such as graduation ceremonies, stakeholder forums, and academic public outreach.

The accreditation is subject to the conditions mentioned above. The conditions must be implemented. The implementation of the conditions must be documented in written and reported to AAC by July 01st, 2026, at the latest.

The accreditation will be valid for a period of 6 years starting with 01.07.2025 and is valid until 30.06.2031 under the condition that the conditions listed in the Expert Report are implemented, documented, and reported to AAC in due time. After the conditions are implemented, you will get the final certificate.

VII.   Final Comments

The Panel was impressed by the dedication of Euler's "we care philosophy and atmosphere" which benefits all members – administration, faculty staff but mostly the students. The work which was done to ensure that the visit was a success was impressive. Congratulations to all and very best for the future!

Attachment: Site Visit Agenda

Institutional Accreditation
Euler-Franeker Memorial University (EULER)
incl. following programs:
- LLM (Master of Laws - International Law)
- MSc (International Relations and Global Development)
- PhD (International Relations and Global Development)

Accreditation Site Visit Date **14.04 – 16.04.2025**

13.04: Pick up and rest day

The arrival of the Experts (Amsterdam Airport Schiphol / Sheraton Hotel in airport). Check-in at the hotel (*Organized by Euler – flight/arrival information will be provided by AAC to Euler*)

Day 1 (14.04): Standards 1 - 5

Time	Session
8:30	All meetings take place at World Trade Center Amsterdam Airport Schiphol in reserved conference room.
9:00 – 09:50	**Site – Visit Overview & Introductions** Key stakeholders from the AAC and Euler will discuss the purpose and goals of the site-visit, allowing for introductions and an overview of the upcoming schedule. Participants: • AAC Members & PoE • Euler Accreditation Working Group: o Mr. Robin van Puyenbroeck, Global Executive Chairman o Mr. Laurent Cleenewerck de Kiev, Global Academic Chairman o Mr. Rodrigo Aguero, International Admissions Officer o Ms. Charalee Graydon, Faculty Member, Member of IQA Group
10:00 – 10:50	**Standard 1: Mission, Goals and Objectives** Stakeholders of the AAC will meet with the Management of Euler A brief presentation of the **institution's history,** the institutional **Vision and Mission,** and their **strategic objectives** will be given. Participants:

	• AAC Members & PoE • Euler Accreditation Working Group o All members as above o Presentation by: Robin van Puyenbroeck and Laurent Cleenewerck
11:00 – 11:50	**Standard 2: Governance and Administration** A brief presentation and discussion about **the Governing Body**, **Leadership**, **Organizational Structure** and **Internal Policies and Regulations**. Participants: • AAC Members & PoE o All members as above o Presentation by: Robin van Puyenbroeck and Laurent Cleenewerck
12:00 – 13:00	Light Lunch of the PoE
13:00 – 13:50	**Standard 3: Management of Quality Assurance and Improvement** A brief presentation and discussion about **commitment**, **scope**, **administration** of **quality assurance** and **improvement**. Participants: • AAC Members & PoE • Euler Accreditation Working Group o All members as above o Presentation by: Robin van Puyenbroeck, Laurent Cleenewerck and Rodrigo Aguero All members as above
14:00 – 14:50	**Standard 4: Learning & Teaching** A brief presentation and discussion of the three **programs**, including (but not limited to) **student assessment**, **quality of teaching**, **qualifications** and **experience of teaching staff** Participants: • AAC Members & PoE • Euler Accreditation Working Group o All members as above o Presentation by: Charalee Graydon, Robin van Puyenbroeck, and Laurent Cleenewerck
15:00 – 15:50	**Standard 5: Student Administration and Support Services** A brief presentation and discussion of student admission, student management, counseling services for students. Participants: • AAC Members & PoE • Euler Accreditation Working Group o All members as above

	○ Presentation by: Rodrigo Aguero and Robin van Puyenbroeck
16:00 – 16:50	**AAC Working Session with Optional Q&A** AAC Members & PoE convene to reflect and debrief the day and prepare for Day #2. Euler working group can be available for optional Q&A to further discuss topics presented during Day #1. Participants: • AAC Members & PoE • Euler Accreditation Working Group
17:00 - ….	**Joint Dinner** organized by Euler at Sheraton (6 PM) Participants: • AAC Members & PoE • Euler Accreditation Working Group

Day 2 (15.04): Standards 6 - 11

Time	Session
8:30	All meetings take place at WTC as on previous day
9:00 – 09:50	**Standard 6: Learning Resources** A brief presentation and discussion of available **learning resources** for Students. Participants: • AAC Members & PoE o All members as above o Presentation by: Laurent Cleenewerck and Charalee Graydon
10:00 – 10:50	**Standard 7: Facilities and Equipment** A brief presentation and discussion of **facilities** and **equipment**, including a **demo of the online tools and platforms** used for students, faculty members, etc. Participants: • AAC Members & PoE o All members as above o Presentation by: Robin van Puyenbroeck (facilities) and Laurent Cleenewerck (online tools) and Rodrigo Aguero (CMS)
11:00 – 11:50	**Standard 8: Financial Planning and Management** A brief presentation and discussion of **financial planning** and **management**. Participants: • AAC Members & PoE o All members as above o Presentation by: Robin van Puyenbroeck and Laurent Cleenewerck
12:00 – 13:00	**Light Lunch of the PoE**
13:00 – 13:50	**Standard 9: Employment Processes** A brief presentation and discussion of Euler's approach to managing and planning related to human capital needs Participants: • AAC Members & PoE • Euler Accreditation Working Group o All members as above • Presentation by: Robin van Puyenbroeck and Laurent Cleenewerck
14:00 – 14:50	**Standard 10: Research**

	A brief presentation and discussion of Euler's Research activities, policies and staff and student involvement in research.
	
	Participants:
	• AAC Members & PoE
	• Euler Accreditation Working Group
	   o All members as above
	   o Presentation by: Charalee Graydon, Robin van Puyenbroeck and Laurent Cleenewerck

15:00 – 15:50	**Standard 11: Relationship with the Community**
	A brief presentation and discussion of Euler's interaction with the community.
	
	Participants:
	• AAC Members & PoE
	• Euler Accreditation Working Group
	   o All members as above
	   o Presentation by: Robin van Puyenbroeck and Laurent Cleenewerck

16:00 – 16:50	**AAC Working Session with Optional Q&A** AAC Members & PoE convene to reflect and debrief the day. Euler working group can be available for optional Q&A to further discuss topics presented during Day #2. Participants: • AAC Members & PoE • Euler Accreditation Working Group
17:00 - ….	**Joint Dinner** organized by Euler at Sheraton (6 PM) Participants: • AAC Members & PoE • Euler Accreditation Working Group

Day 3 (16.04): PoE Working Session and De-Brief

8:30	All meetings take place at WTC.
09:00 – 12:00	**AAC Working Session** AAC Members & PoE reflect and debrief the 2 days and prepare for online site visit. Participants: • AAC Members & PoE
12:00 – 13:00	**Light Lunch of the PoE**
13:00	**Transfer to the Hotel / Departure of PoE**

Day 4 (17.04):

Individual Departure of experts.

For preparation:

- All discussions will be held in the English language. If required, please make sure that translation is available.
- Please make sure that all people involved from the University are informed about the time and place of the discussions.
- All discussions should take place in the same room so the experts will not have to move between the talks.
- Please make sure there are name placards for all people involved (University, panel, and coordinators) to facilitate the flow of the discussions.
- Please make sure there are soft drinks and coffee/tea available for the PoE during the day.
- For the lunch break please arrange a light meal for the panel that also considers the needs of vegetarians.
- Please inform AAC about the room for the discussions and how to get there.

Agenda Online Site Visit

Accreditation Online Site Visit Date **10.06.2025**

13:00 – 13:30:   **Welcome & Introduction**

13:30 – 14:30:   **Session with Students (only)**

14:30 – 15:30:   **AAC and PoE Internal Review Session**

15:30 – 16:30:   **Session with Lecturers (only**

16:30 – 17:30:   **AAC and PoE Internal Review Session**

17:30 – ~19:30:   **Final Review EULER Accreditation and De-Brief**