WURI Rankings:
History, Philosophy, Future
(Background, Motivation, Benefits)

Information and Sharing Session WURI 2027

2026. 11. 11

Dong-Sung Cho

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Event Rundown

Information and Sharing Session WURI 2027

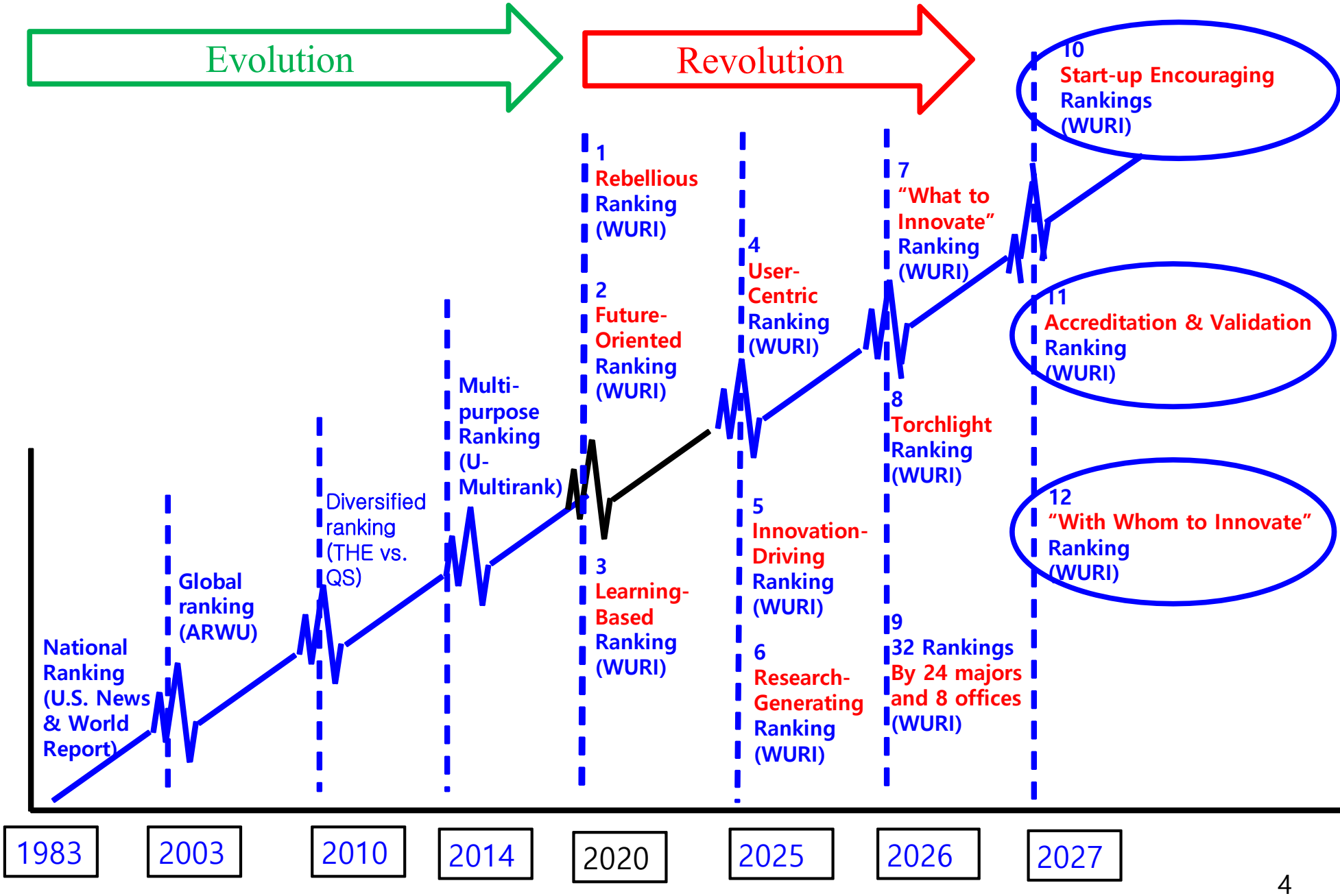
Date: November 11, 2026
Location: Aston Priority TB Simatupang Hotel

Time	Duration	Agenda	Remarks
08:30 – 09:00	30 minutes	**Registration and Technical Preparation**	
09:00 – 09:05	5 minutes	**Opening**	
09:05 – 09:10	5 minutes	**Singing the National Anthem "Indonesia Raya"**	
09:10 – 09:25	15 minutes	**Welcoming Speech by the Head of LLDIKTI Region III** Dr. Henri Togar Hasiholan Tambunan, S.E., M.A.	MC: Asyariri, S.Hum., M.Hum.
09:25 – 09:40	15 minutes	**Welcoming Speech by the Rector of Universitas Siber Asia** Jang Youn Cho, BA, MPA, Ph.D., CPA	MC: Asyariri, S.Hum., M.Hum.
09:40 – 09:45	5 minutes	**Group Photo Session**	
09:45 – 09:50	5 minutes	**Opening by Moderator** Dr. Ucuk Darusalam, ST., MT.	
09:50 – 10:30	40 minutes	**Presentation I** • **Introduction:** The challenge of university facing global world university ranking; The challenge of university facing era of AI • **Background:** Ranking System of university in the world • **Motivation** to present ranking system based on innovation developed by university • **Philosophy** of WURI • **The benefits and advantages** of WURI ranking system	Speaker: Leader of WURI Foundation

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1. History: Evolution and Revolution of University Rankings
2. Introduction of WURI
3. Philosophy: Innovations of WURI in 2020~2026
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6. WURI-Related Conferences
7. WURI for AI Education

Evolution and Revolution in Global University Rankings



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WURI The WORLD UNIVERSITY RANKINGS for INNOVATION

About WURI

The World University Rankings for Innovation (The WURI) assesses higher education institutions' real contributions to industry and society, highlighting innovative education, research, and engagement to society. Using 32 categories, it encompasses innovation targets and methods, offering a comprehensive measure of institutions' creative contributions to societal advancement. The ranking aims to spotlight higher education institutions that excel in these innovative approaches, thereby inspiring advancements across the academic and societal landscape.

View Methodology | Apply for WURI 2027



WURI RANKING 2026

Check out WURI RANKING 2026

Global Top 400 Innovative Universities | Top 100 in Twenty-Four Categories



Archive

WURI RANKING 2025

Global Top 400 Innovative Universities | Top 100 in Sixteen Categories

Archive

WURI RANKING 2024

Global Top 300 Innovative Universities | Top 100 in Thirteen Categories

Archive

WURI RANKING 2023

Global Top 100 Innovative Universities | Top 50 in Six Categories

Archive

WURI RANKING 2022

Global Top 100 Innovative Universities | Top 50 in Six Categories

Archive

WURI RANKING 2021

Global Top 100 Innovative Universities | Top 50 in Five Categories

Archive

WURI RANKING 2020

Global Top 100 Innovative Universities | Top 50 in Four Categories

WURI
WORLD UNIVERSITY RANKINGS FOR INNOVATION

The Institute of Nation Brand Promotion
Finland Tower 7F, 203, Sinchon-ro, Seodaemun-gu, Seoul, 03767, Korea

World University Rankings for Innovation Foundation
16192 Coastal Highway, Lewes, Delaware 19958, United States

WURI 2026

Global Top 500
Innovative Universities



WURI 2026: Global Top 500 Innovative Universities (1 - 50)

Rank	Name	Rank	Name
1	Minerva University	26	University of Chicago
2	Arizona State University	27	Tsinghua University
3	École 42	28	URDANETA CITY UNIVERSITY
4	University of Pennsylvania	28	Franklin University
5	Incheon National University	30	aSSIST University
5	Massachusetts Institute of Technology	31	University of Oxford
7	Stanford University	32	Duke University
8	California Institute of Technology	33	Olin College of Engineering
9	Hanze University of Applied Sciences	34	Hanbat National University
10	Deggendorf Institute of Technology (DIT)	34	University of California Merced
11	University of California Berkeley	36	University of Liberal Arts Bangladesh
12	Harvard University	37	Romblon State University
13	Hankuk University of Foreign Studies	37	Northern Arizona University
14	Simon Fraser University	39	Columbia University
15	Abdullah Gul University	40	Dalian Neusoft University of Information
16	Princeton University	41	Northwestern University
17	Tra Vinh University	41	Peking University
17	University of Cambridge	43	ST. PAUL UNIVERSITY PHILIPPINES
19	Aalto University	43	Singularity University
20	Badr University in Cairo	45	Florida State University
20	Boston University	46	National University of Management
22	IEDC-Bled School of Management	47	Telkom University
23	Seoul National University	48	National Dong Hwa University
24	Burapha University	49	University of Twente
24	National University of Singapore	50	Fatima Jinnah Women University

WURI RANKING 2026

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WURI 2026: Student Support and Engagement (A1) Top 100

Rank	Name	Rank	Name
1	Uttara University	27	Liceo de Cagayan University
2	Tongmyong University	27	Misamis University
3	Green International University	29	Baguio Central University
4	Hanyang Cyber University	30	Universidad de la Libertad
5	University of Split	31	Aldersgate College Inc.
6	National University of Technology (NUTECH)	31	Northern Bukidnon State College
7	Cagayan State University	33	Deggendorf Institute of Technology (DIT)
8	aSSIST University	34	La Consolacion University Philippines
9	National Dong Hwa University	35	Hankuk University of Foreign Studies
10	Ateneo de Zamboanga University	36	Pampanga State University
11	Badr University in Cairo	36	Saint Mary's University
12	University of Saint Louis Tuguegarao	38	University of Luzon
13	MANUEL S. ENVERGA UNIVERSITY FOUNDATION	39	World Citi Colleges Quezon City
14	Daejeon Health University	40	NEGROS ORIENTAL STATE UNIVERSITY
14	Tra Vinh University	40	NU Clark
16	Universidad del Desarrollo	42	Universitas Siber Asia
17	GoldenState College	42	KALINGA STATE UNIVERITY-SATELLITE CAMPUS
18	Gwangju Health University	44	STIES Indonesia Purwakarta
19	Yeungnam University	45	Women University of Azad Jammu and Kashmir Bagh, Pakistan
19	Iqra University	45	University of Perpetual Help Sys
21	Bath Spa University Academic Centre RAK	47	Davao de Oro State College
22	SOUTHERN LEYTE STATE UNIVERSITY	47	University of Mindanao
22	University of Makati	49	APAYAO STATE COLLEGE
24	Northwestern University Inc.	49	Nueva Vizcaya State University
25	IEDC-Bled School of Management	51	Hanseo University
26	Western Mindanao State University	51	Tashkent state university of law

WURI 2026: Student Support and Engagement (A1) Top 100

Rank	Name	Rank	Name
53	Marinduque State University	76	University of La Salette, Inc.
54	The University of Faisalabad	80	World University of Bangladesh
54	University of Eastern Pangasinan	81	ASIAN INSTITUTE OF MARITIME STUDIES
56	Tarlac State University	81	City College of Angeles
57	Seoul Theological University	81	Colegio de San Juan de Letran Calamba
58	Centro Escolar University	81	Holy Angel University
59	Escuela de Educación Superior Toulouse Lautrec	81	OPOL COMMUNITY COLLEGE
60	Far Eastern University - Dr. Nicanor Reyes Medical Foundation (FEU-NRMF)	81	University of Cebu, Inc.
60	FEU Institute of Technology	87	Mingachevir State University
60	Saint Louis University	87	He University
63	Universidad Tecnológica Centroamericana - UNITEC	87	Stanford University
63	Bicol University	90	Politeknik Kreatif Indonesia
63	University of Northern Philippines	91	Western Philippines University
63	University of Wisconsin–Madison	92	Fatima Jinnah Women University
67	Bataan Peninsula State University	92	Central Philippines State University
67	Philippine Christian University-Cavite	92	Far Eastern College - Silang
67	St. Bernadette of Lourdes College	92	Iloilo Science and Technology University
70	McGill University	92	LA SALLE UNIVERSITY OZAMIZ, INC.
71	Binalatongan Community College	92	Mindoro State University
71	UM DIGOS COLLEGE	98	De La Salle University -Dasmariñas
73	University of Applied Sciences St. Pölten	98	DIVINE WORD COLLEGE OF CALAPAN
73	Sikkim Manipal University	98	Miriam College
73	The Law Enforcement Academy of the Republic of Uzbekistan	98	National Univeristy Dasmarinas
76	Davao del Norte State College	98	Palompon Institute of Technology
76	King's College of the Philippines	98	UNION CHRISTIAN COLLEGE
76	Pines City Colleges	98	University of Baguio

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View Methodology

Apply for WURI 2027

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STEP BY STEP

Evaluation Processes

The WURI is a **not-for-profit program**. There are no fees and no hidden costs for the application and evaluation process, and no marketing activities are involved with the program or its participants.

01

Evaluation

The presidents, or the school's evaluation team designated by the president, who have submitted their applications will evaluate all applications in a blind review process and send their evaluation scores of all submitted applications to the WURI Evaluation Board.

02

Judgment

Representatives of the university leagues (e.g., AAC&U) and higher education media (e.g., newspapers, magazines) who accept WURI's invitation, together with members of the WURI Evaluation Board, review the evaluators' scores and send the WURI office their recommended list of universities for the global top 100 rankings. In addition, WURI's GPT Evaluation System provides judgment based on the database of universities' innovative initiatives.

03

Final Check

The WURI Evaluation Board aggregates the recommendations of the judges, checks the reliability of the contents in the submitted applications, and finalizes the entries in the Global Top 100 WURI 2027.

04

Publication of the WURI

The final ranking and the selected innovative programs from the ranking will be published at the 7th annual HLU conference.

May 5, 2027

7th Annual HLU Conference - Badr University, Egypt

Evaluation Criteria

32 There are 32 categories for evaluation. Each category is then assessed against the following three criteria.



01

Innovativeness

Evaluators first assess how innovative a program is. This may lie in the content of the program itself, or in the process the institution has demonstrated in making the program more effective. Evaluators may consider one of these aspects or both.

02

Implementability

Beyond innovativeness, evaluators also examine implementability, or doability. This can be assessed by weighing the costs and the benefits of initiating the program.

03

Impact

Evaluators consider both the scope and the intensity of a program. Scope asks whether the impact reaches only one department or extends across the entire university. Intensity can vary in degree and must be weighed carefully.

Based on these three criteria, and to the best of their assessment, evaluators select the **best programs for each of the 32 categories** from the list of applicants on the evaluation sheet.

WURI RANKING 2027

32 Categories for WURI 2027

Four axes of innovation - For Whom, How, What, and With Whom to Innovate - with eight categories under each, forming the 32 categories of the WURI Ranking 2027.

WURI began with two axes, **For Whom to Innovate** (A) and **How to Innovate** (B), and added a third, **What to Innovate** (C), in 2026. From 2027, WURI adds a fourth axis, **With Whom to Innovate** (D), which pairs four Global Common Goals shared by all nations with four Nation Specific Goals defined for each nation. Axes A to C are each grouped into four domains with two categories per domain.

A

For Whom to Innovate?

Innovation Targets

8 categories

→

B

How to Innovate?

Innovation Means

8 categories

→

C

What to Innovate?

Innovation Targets

8 categories

→

D

With Whom to Innovate?

Innovation Goals - new in 2027

8 categories

AXIS 1 - 8 CATEGORIES

A For Whom to Innovate?

Innovation Targets - who the innovation is meant to benefit.

FOR STUDENT

A1 Student Support and Engagement

Focuses on supporting students' academic and career success, as well as welfare, diversity, inclusion, and participation. It also aims to enhance student welfare by offering scholarship programs that reduce financial burdens and help students focus on their studies.

› Illustrative themes

A2 Student Mobility and Openness

Focuses on promoting exchange and collaboration between schools, both domestically and internationally. The goal is to encourage openness, sharing of knowledge, and resource integration, moving away from isolated and closed systems.

› Illustrative themes

FOR INDUSTRY

A3 Industrial Application

Emphasizes the application of industry-related education and research to generate tangible, real-world impacts, moving away from a conventional focus on academia-driven research toward practical, industry-oriented outcomes.

› Illustrative themes

A4 Entrepreneurial Culture & Ecosystem

Highlights how the university nurtures an entrepreneurial mindset among students, faculty, and administrators, creating a cultural foundation and innovation-friendly ecosystem that positively influences the industries engaged with the university.

› Illustrative themes

FOR SOCIETY

A5 Crisis Management

Focuses on managing environmental and economic crises faced by universities, such as climate change, pandemics (e.g., COVID-19), and other global or local emergencies. It emphasizes resilience, preparedness, and long-term sustainability.

› Illustrative themes

A6 Ethics and Integrity

Emphasizes the importance of ethics, integrity, and social responsibility in education and research. It encourages universities to go beyond academic knowledge and technical skills to foster moral values, ethical decision-making, and responsible leadership among students and faculty.

› Illustrative themes

FOR GLOBAL COMMUNITY

A7 Future-Oriented Responses to Global Uncertainty and Geopolitical Risk

Highlights how universities contribute to global peace, resilience, and foresight by addressing emerging uncertainties and geopolitical risks - such as international conflicts, trade disruptions, and declining global cooperation. It focuses on how education and research can prepare future leaders to anticipate and manage global crises.

A8 SDG- and ESG-Based Responses to Past and Present Global Challenges

Showcases how universities can contribute to solving past and present global challenges by integrating the UN Sustainable Development Goals (SDGs) and Environmental, Social, and Governance (ESG) principles into education, research, and community engagement. It emphasizes sustainability, inclusion, and ethical responsibility.

› Illustrative themes

AXIS 2 - 8 CATEGORIES

B How to Innovate?

Innovation Means - the methods and capabilities behind the innovation.

LEADERSHIP

B1 Visionary Leadership

Exemplifies leadership in developing and communicating a clear, inspiring vision for the institution. It emphasizes understanding the evolving landscape of higher education, anticipating future challenges, and fostering innovation to maintain relevance and ensure long-term success.

› Illustrative themes

B2 Empowerment-Based Management

Shows the leader's willingness to relinquish traditional privileges and continuously adapt to remain effective and influential. It highlights strong interpersonal skills in building relationships and fostering collaboration among diverse stakeholders - faculty, staff, students, and external partners.

› Illustrative themes

ENVIRONMENT

B3 Digital and AI Transformation in Strategy and Management

Highlights how the university transforms its strategies, operations, and decision-making through digital technologies and artificial intelligence (AI), redesigning internal systems to enhance the effectiveness, agility, and intelligence of education, research, and administration.

› Illustrative themes

B4 Culture / Values

Promotes a cultural shift toward industry- and student-centered thinking, moving away from traditional university- or professor-centric approaches. It balances academic and social values and builds an innovative, adaptive institutional culture that fosters creativity, collaboration, and continuous improvement.

› Illustrative themes

RESOURCE

B5 Funding for Sustainability

Reveals the innovative strategies the university employs to secure financial resources by diversifying funding streams and adopting new methods. It also highlights efforts to ensure stable funding that supports long-term goals and initiatives.

› Illustrative themes

B6 Infrastructure / Technology

Focuses on how effectively a university adopts new technologies and infrastructure to support research, education, service, and commercialization activities, both internally and externally.

› Illustrative themes

MECHANISM

B7 Cost-Effectiveness Management

Emphasizes launching innovative projects that either boost revenues or reduce costs to improve profitability. It evaluates initiatives by financial return, prioritizing the highest economic efficiency, so resources are allocated where they most enhance the institution's financial health and educational goals.

› Illustrative themes

B8 University Brand and Reputation

Focuses on creative and innovative strategies to enhance the university's brand and reputation. It encourages unique approaches that appeal to diverse audiences, strengthening visibility, influence, and competitive position in the higher education landscape.

› Illustrative themes

AXIS 3 - 8 CATEGORIES

C What to Innovate?

Innovation Targets - the substance of what universities choose to innovate.

RESEARCH

C1 Representative Research Project

Focuses on flagship research initiatives that embody the university's sustained commitment to addressing global and societal challenges, with emphasis on historical continuity, transformative potential, and measurable social impact that define institutional identity.

› Illustrative themes

C2 Interdisciplinary, Convergent, and Integrated Research

Evaluates how the university fosters research that transcends disciplinary boundaries to create breakthrough outcomes, encouraging fusion between fields such as technology and humanities or AI and ethics to generate new knowledge through convergence.

› Illustrative themes

EDUCATION

C3 Curricular Innovation for Future-Readiness

Explores curriculum reforms that develop future-proof competencies such as creativity, AI fluency, and ESG literacy, focusing on flexible learning pathways including modular degrees, micro-credentials, and industry-integrated courses.

› Illustrative themes

C4 AI-Based Teaching and Learning Transformation

Assesses the integration of AI tools in education to enhance personalized learning, automation, and access, focusing on AI's role in reshaping pedagogy, assessment, and the student learning experience across disciplines.

› Illustrative themes

SOCIAL ENGAGEMENT

C5 Social Impact through Knowledge Transfer

Recognizes structured programs that apply university research and expertise to solve real-world issues in communities and industries, focusing on measurable policy, system, or industry-level impacts rather than one-time outreach.

› Illustrative themes

C6 Inclusive Social Innovation for the Underserved

Highlights innovation projects that combine technology and education to empower marginalized or underserved populations, promoting equity, accessibility, and inclusive growth through innovation.

› Illustrative themes

COMMERCIALIZATION

C7 Revised for 2027

University-Based Start-up Companies

Assesses entrepreneurial initiatives that convert university ideas into real-world business ventures, encouraging innovation ecosystems that involve incubation, investment, and entrepreneurship education.

› Illustrative themes

C8 Financial Impact-Driven Technology Transfer

Evaluates the university's technology transfer performance with attention to both profitability and social value, highlighting "Tech for Good" models that balance commercial success with sustainable impact.

› Illustrative themes

AXIS 4 - 8 CATEGORIES - NEW IN 2027

D With Whom to Innovate?

Innovation Goals - four Global Common Goals shared by all nations, paired with four Nation Specific Goals for each nation.

GLOBAL COMMON GOALS (GCGS)

GCG-1 New for 2027

Education for Human Capital Competitiveness

Highlights universities as engines of national competitiveness through talent. High-income nations invest in frontier talent pipelines to defend their edge, while emerging economies build workforce capacity to close the competitiveness gap.

› Illustrative themes

GCG-2 New for 2027

Research for Innovation-Driven Competitiveness

Positions universities as the central node of national innovation systems that determine competitiveness. Governments demand technology transfer, startup creation, and breakthrough solutions that translate into export strength.

› Illustrative themes

GCG-3 New for 2027

Equity & Access as a Competitiveness Multiplier

Highlights universities dismantling economic, geographic, and gender-based barriers, because no nation can compete while leaving talent untapped. Lifelong reskilling turns demographic and technological shifts into competitiveness assets.

› Illustrative themes

GCG-4 New for 2027

Peace & Safety as a Precondition for Competitiveness

Highlights universities advancing global peace and human safety, because sustained national competitiveness is impossible without stability. Ethical leadership and international cooperation protect the conditions where competitiveness is built.

› Illustrative themes

NATION SPECIFIC GOALS (NSGS) - PHILIPPINES EXAMPLE

Each of the 196 nations has its own four Nation Specific Goals, which reflect its national priorities. NSG codes combine **N**, a nation code, and the goal number (for example, NAF1 is the first NSG of Afghanistan). The four NSGs below illustrate the Philippines case.

Find your nation's NSGs (PDF)

NSG-1 New for 2027

ASEAN 21st-Century Competitiveness

Equips graduates with 21st-century skills to compete globally and integrate into the ASEAN economy.

› Illustrative themes

NSG-2 New for 2027

Community Extension Research

Conducts research that generates innovations and extends its benefits directly to local communities.

› Illustrative themes

NSG-3 New for 2027

Universal Access Act Implementation

Ensures access for impoverished students through implementation of the Universal Access to Quality Tertiary Education Act.

› Illustrative themes

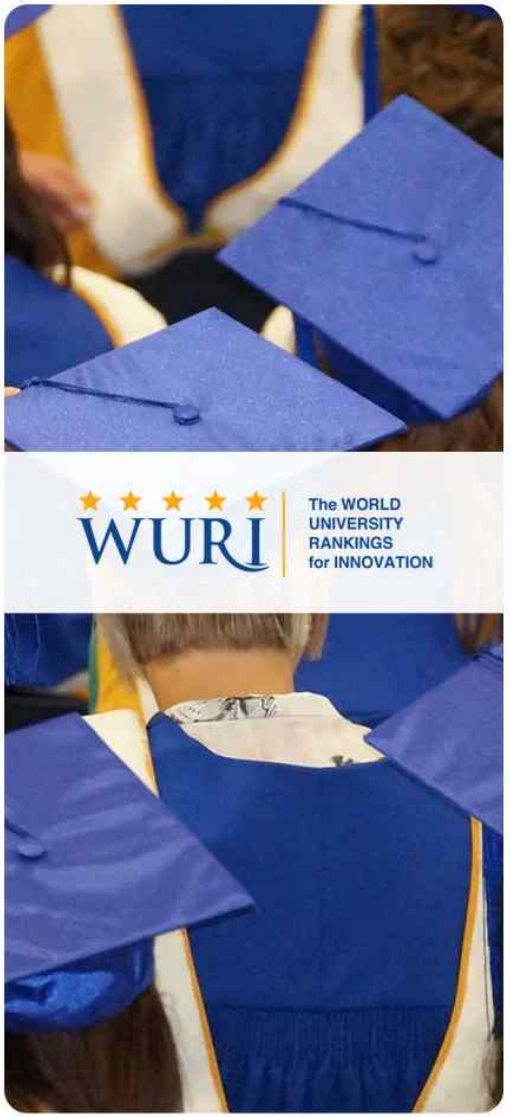
NSG-4 New for 2027

Nationalism & Ethical Values

Fosters deep nationalism, ethical values, and civic responsibility among students.

› Illustrative themes

HOW TO PARTICIPATE



Submission: October 1 – December 11, 2026

WURI 2027 Submission System

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Cover Letter for WURI 2027

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Message from WURI Founder 2027

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Call for WURI 2027 Submission

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32 WURI 2027 Categories

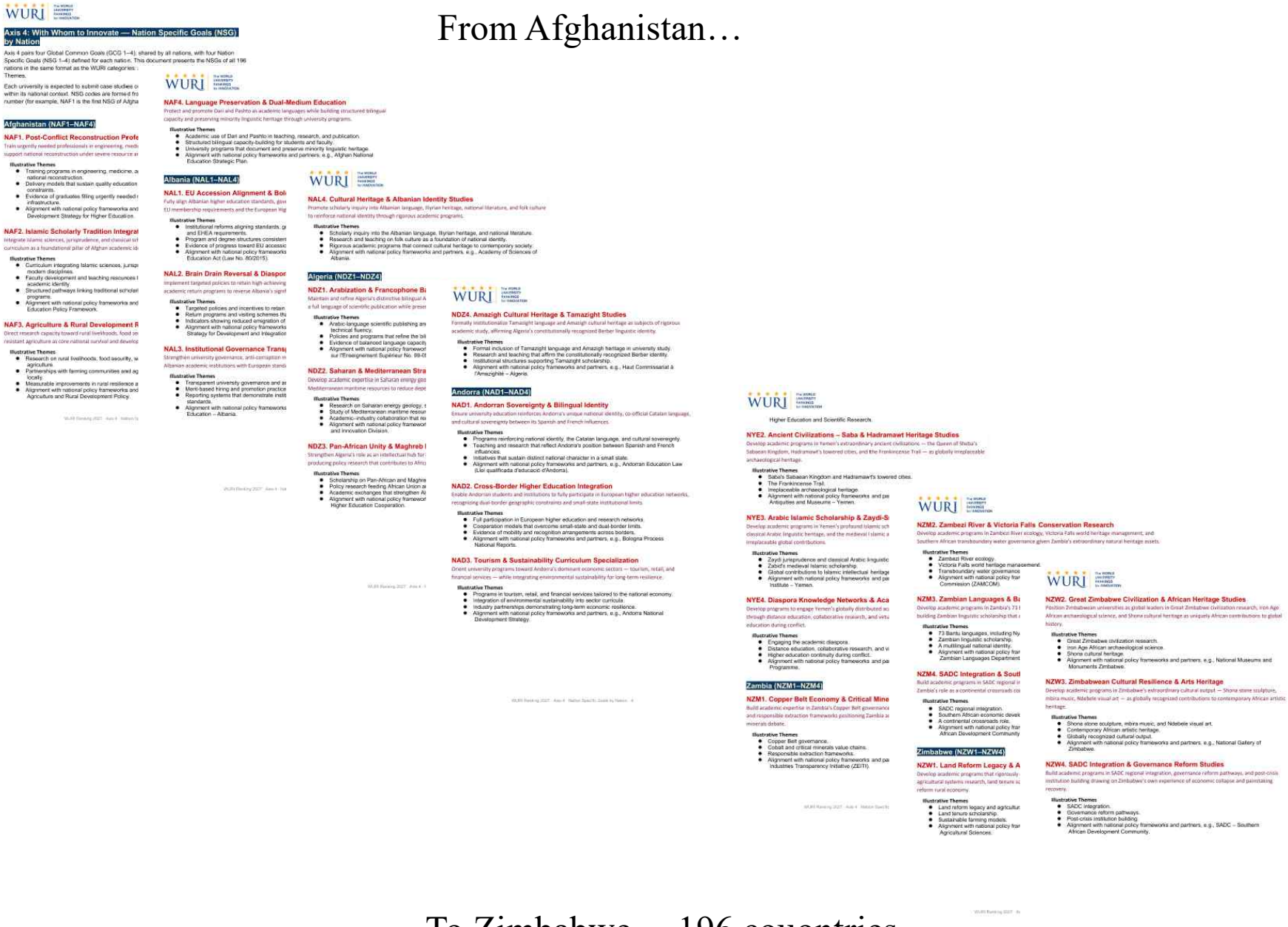
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NSG (Nation Specific Goals) by Nation

Click Here



From Afghanistan…



Axis 4: With Whom to Innovate — Nation Specific Goals (NSG) by Nation

Axis 4 pairs four Global Common Goals (GCG 1–4), shared by all nations, with four Nation Specific Goals (NSG 1–4) defined for each nation. This document presents the NSGs of all 196 nations in the same format as the WURI categories : Themes.

Each university is expected to submit case studies o within its national context. NSG codes are formed fro number (for example, NAF1 is the first NSG of Afgha

Afghanistan (NAF1–NAF4)

NAF1. Post-Conflict Reconstruction Profe

Train urgently needed professionals in engineering, medi support national reconstruction under severe resource a

Illustrative Themes
- Training programs in engineering, medicine, a national reconstruction.
- Delivery models that sustain quality education constraints.
- Evidence of graduates filling urgently needed infrastructure.
- Alignment with national policy frameworks and Development Strategy for Higher Education.

NAF2. Islamic Scholarly Tradition Integra

Integrate Islamic sciences, jurisprudence, and classical sc curriculum as a foundational pillar of Afghan academic id

Illustrative Themes
- Curriculum integrating Islamic sciences, jurisp modern disciplines.
- Faculty development and teaching resources academic identity.
- Structured pathways linking traditional scholar programs.
- Alignment with national policy frameworks and Education Policy Framework.

NAF3. Agriculture & Rural Development R

Direct research capacity toward rural livelihoods, food se resistant agriculture as core national survival and develop

Illustrative Themes
- Research on rural livelihoods, food security, w agriculture.
- Partnerships with farming communities and ag locally.
- Measurable improvements in rural resilience a
- Alignment with national policy frameworks and Agriculture and Rural Development Policy.

NAF4. Language Preservation & Dual-Medium Education

Protect and promote Dari and Pashto as academic languages while building structured bilingual capacity and preserving minority linguistic heritage through university programs.

Illustrative Themes
- Academic use of Dari and Pashto in teaching, research, and publication.
- Structured bilingual capacity-building for students and faculty.
- University programs that document and preserve minority linguistic heritage.
- Alignment with national policy frameworks and partners, e.g., Afghan National Education Strategic Plan.

Albania (NAL1–NAL4)

NAL1. EU Accession Alignment & Boli

Fully align Albanian higher education standards, gov EU membership requirements and the European Hig

Illustrative Themes
- Institutional reforms aligning standards, g and EHEA requirements.
- Program and degree structures consisten
- Evidence of progress toward EU accessio
- Alignment with national policy frameworks Education Act (Law No. 80/2015).

NAL2. Brain Drain Reversal & Diaspor

Implement targeted policies to retain high-achieving academic return programs to reverse Albania's signif

Illustrative Themes
- Targeted policies and incentives to retain
- Return programs and visiting schemes thi
- Indicators showing reduced emigration of
- Alignment with national policy frameworks Strategy for Development and Integratio

NAL3. Institutional Governance Transf

Strengthen university governance, anti-corruption m Albanian academic institutions with European stand

Illustrative Themes
- Transparent university governance and a
- Merit-based hiring and promotion practice
- Reporting systems that demonstrate instit standards.
- Alignment with national policy frameworks Education – Albania.

NAL4. Cultural Heritage & Albanian Identity Studies

Promote scholarly inquiry into Albanian language, Illyrian heritage, national literature, and folk culture to reinforce national identity through rigorous academic programs.

Illustrative Themes
- Scholarly inquiry into the Albanian language, Illyrian heritage, and national literature.
- Research and teaching on folk culture as a foundation of national identity.
- Rigorous academic programs that connect cultural heritage to contemporary society.
- Alignment with national policy frameworks and partners, e.g., Academy of Sciences of Albania.

Algeria (NDZ1–NDZ4)

NDZ1. Arabization & Francophone Bi

Maintain and refine Algeria's distinctive bilingual A a full language of scientific publication while preser

Illustrative Themes
- Arabic-language scientific publishing an technical fluency.
- Policies and programs that refine the bil
- Evidence of balanced language capacity
- Alignment with national policy framewor sur l'Enseignement Supérieur No. 98-0

NDZ2. Saharan & Mediterranean Stra

Develop academic expertise in Saharan energy geo Mediterranean maritime resources to reduce depe

Illustrative Themes
- Research on Saharan energy geology, s
- Study of Mediterranean maritime resour
- Academic–industry collaboration that re
- Alignment with national policy framewor and Innovation Division.

NDZ3. Pan-African Unity & Maghreb I

Strengthen Algeria's role as an intellectual hub for producing policy research that contributes to Afric

Illustrative Themes
- Scholarship on Pan-African and Maghre
- Policy research feeding African Union a
- Academic exchanges that strengthen Al
- Alignment with national policy framewor Higher Education Cooperation.

NDZ4. Amazigh Cultural Heritage & Tamazight Studies

Formally institutionalize Tamazight language and Amazigh cultural heritage as subjects of rigorous academic study, affirming Algeria's constitutionally recognized Berber linguistic identity.

Illustrative Themes
- Formal inclusion of Tamazight language and Amazigh heritage in university study.
- Research and teaching that affirm the constitutionally recognized Berber identity.
- Institutional structures supporting Tamazight scholarship.
- Alignment with national policy frameworks and partners, e.g., Haut Commissariat à l'Amazighité – Algeria.

Andorra (NAD1–NAD4)

NAD1. Andorran Sovereignty & Bilingual Identity

Ensure university education reinforces Andorra's unique national identity, co-official Catalan language, and cultural sovereignty between its Spanish and French influences.

Illustrative Themes
- Programs reinforcing national identity, the Catalan language, and cultural sovereignty.
- Teaching and research that reflect Andorra's position between Spanish and French influences.
- Initiatives that sustain distinct national character in a small state.
- Alignment with national policy frameworks and partners, e.g., Andorran Education Law (Llei qualificada d'educació d'Andorra).

NAD2. Cross-Border Higher Education Integration

Enable Andorran students and institutions to fully participate in European higher education networks, recognizing dual-border geographic constraints and small-state institutional limits.

Illustrative Themes
- Full participation in European higher education and research networks.
- Cooperation models that overcome small-state and dual-border limits.
- Evidence of mobility and recognition arrangements across borders.
- Alignment with national policy frameworks and partners, e.g., Bologna Process National Reports.

NAD3. Tourism & Sustainability Curriculum Specialization

Orient university programs toward Andorra's dominant economic sectors — tourism, retail, and financial services — while integrating environmental sustainability for long-term resilience.

Illustrative Themes
- Programs in tourism, retail, and financial services tailored to the national economy.
- Integration of environmental sustainability into sector curricula.
- Industry partnerships demonstrating long-term economic resilience.
- Alignment with national policy frameworks and partners, e.g., Andorra National Development Strategy.

Higher Education and Scientific Research.

NYE2. Ancient Civilizations – Saba & Hadramawt Heritage Studies

Develop academic programs in Yemen's extraordinary ancient civilizations — the Queen of Sheba's Sabaean Kingdom, Hadramawt's towered cities, and the Frankincense Trail — as globally irreplaceable archaeological heritage.

Illustrative Themes
- Saba's Sabaean Kingdom and Hadramawt's towered cities.
- The Frankincense Trail.
- Irreplaceable archaeological heritage.
- Alignment with national policy frameworks and pa Antiquities and Museums – Yemen.

NYE3. Arabic Islamic Scholarship & Zaydi-Si

Develop academic programs in Yemen's profound Islamic sch classical Arabic linguistic heritage, and the medieval Islamic a irreplaceable global contributions.

Illustrative Themes
- Zaydi jurisprudence and classical Arabic linguistic
- Zabid's medieval Islamic scholarship.
- Global contributions to Islamic intellectual heritage
- Alignment with national policy frameworks and pa Institute – Yemen.

NYE4. Diaspora Knowledge Networks & Aca

Develop programs to engage Yemen's globally distributed ac through distance education, collaborative research, and virtu education during conflict.

Illustrative Themes
- Engaging the academic diaspora.
- Distance education, collaborative research, and vi
- Higher education continuity during conflict.
- Alignment with national policy frameworks and pa Programme.

Zambia (NZM1–NZM4)

NZM1. Copper Belt Economy & Critical Mine

Build academic expertise in Zambia's Copper Belt governance and responsible extraction frameworks positioning Zambia as minerals debate.

Illustrative Themes
- Copper Belt governance.
- Cobalt and critical minerals value chains.
- Responsible extraction frameworks.
- Alignment with national policy frameworks and pa Industries Transparency Initiative (ZEITI).

NZM2. Zambezi River & Victoria Falls Conservation Research

Develop academic programs in Zambezi River ecology, Victoria Falls world heritage management, and Southern African transboundary water governance given Zambia's extraordinary natural heritage assets.

Illustrative Themes
- Zambezi River ecology.
- Victoria Falls world heritage management.
- Transboundary water governance.
- Alignment with national policy fran Commission (ZAMCOM).

NZM3. Zambian Languages & Bi

Develop academic programs in Zambia's 73 l building Zambian linguistic scholarship that a education during conflict.

Illustrative Themes
- 73 Bantu languages, including Ny
- Zambian linguistic scholarship.
- A multilingual national identity.
- Alignment with national policy fran Zambian Languages Department

NZM4. SADC Integration & Soutl

Build academic programs in SADC regional in Zambia's role as a continental crossroads co

Illustrative Themes
- SADC regional integration.
- Southern African economic devel
- A continental crossroads role.
- Alignment with national policy fran African Development Community

Zimbabwe (NZW1–NZW4)

NZW1. Land Reform Legacy & A

Develop academic programs that rigorously agricultural systems research, land tenure a reform rural economy.

Illustrative Themes
- Land reform legacy and agricultur
- Land tenure scholarship.
- Sustainable farming models.
- Alignment with national policy fran Agricultural Sciences.

NZW2. Great Zimbabwe Civilization & African Heritage Studies

Position Zimbabwean universities as global leaders in Great Zimbabwe civilization research, Iron Age African archaeological science, and Shona cultural heritage as uniquely African contributions to global history.

Illustrative Themes
- Great Zimbabwe civilization research.
- Iron Age African archaeological science.
- Shona cultural heritage.
- Alignment with national policy frameworks and partners, e.g., National Museums and Monuments Zimbabwe.

NZW3. Zimbabwean Cultural Resilience & Arts Heritage

Develop academic programs in Zimbabwe's extraordinary cultural output — Shona stone sculpture, mbira music, Ndebele visual art — as globally recognised contributions to contemporary African artistic heritage.

Illustrative Themes
- Shona stone sculpture, mbira music, and Ndebele visual art.
- Contemporary African artistic heritage.
- Globally recognized cultural output.
- Alignment with national policy frameworks and partners, e.g., National Gallery of Zimbabwe.

NZW4. SADC Integration & Governance Reform Studies

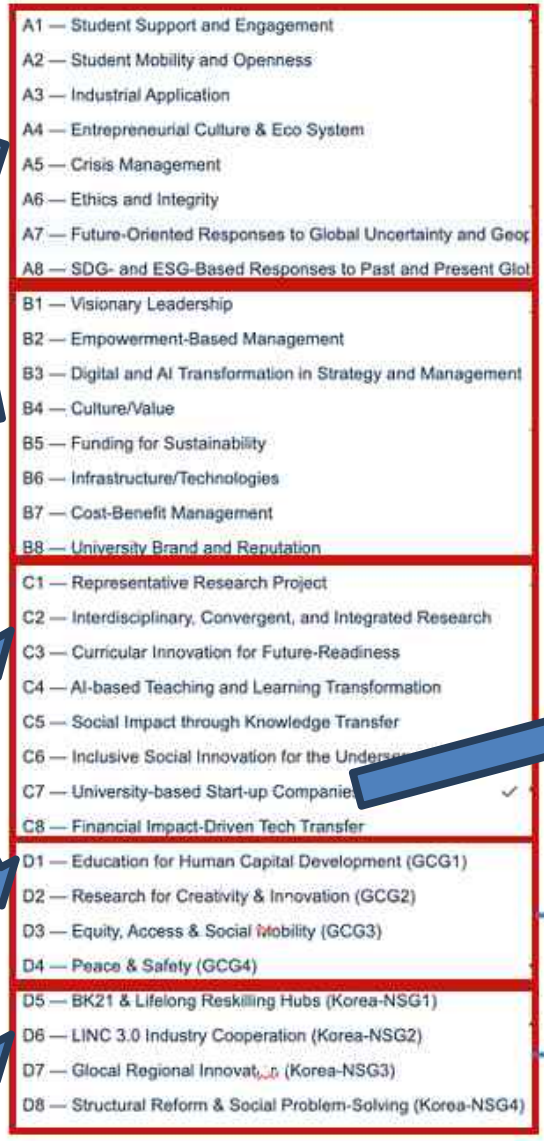
Build academic programs in SADC regional integration, governance reform pathways, and post-crisis institution building drawing on Zimbabwe's own experience of economic collapse and painstaking recovery.

Illustrative Themes
- SADC integration.
- Governance reform pathways.
- Post-crisis institution building.
- Alignment with national policy frameworks and partners, e.g., SADC – Southern African Development Community.

To Zimbabwe… 196 couontries

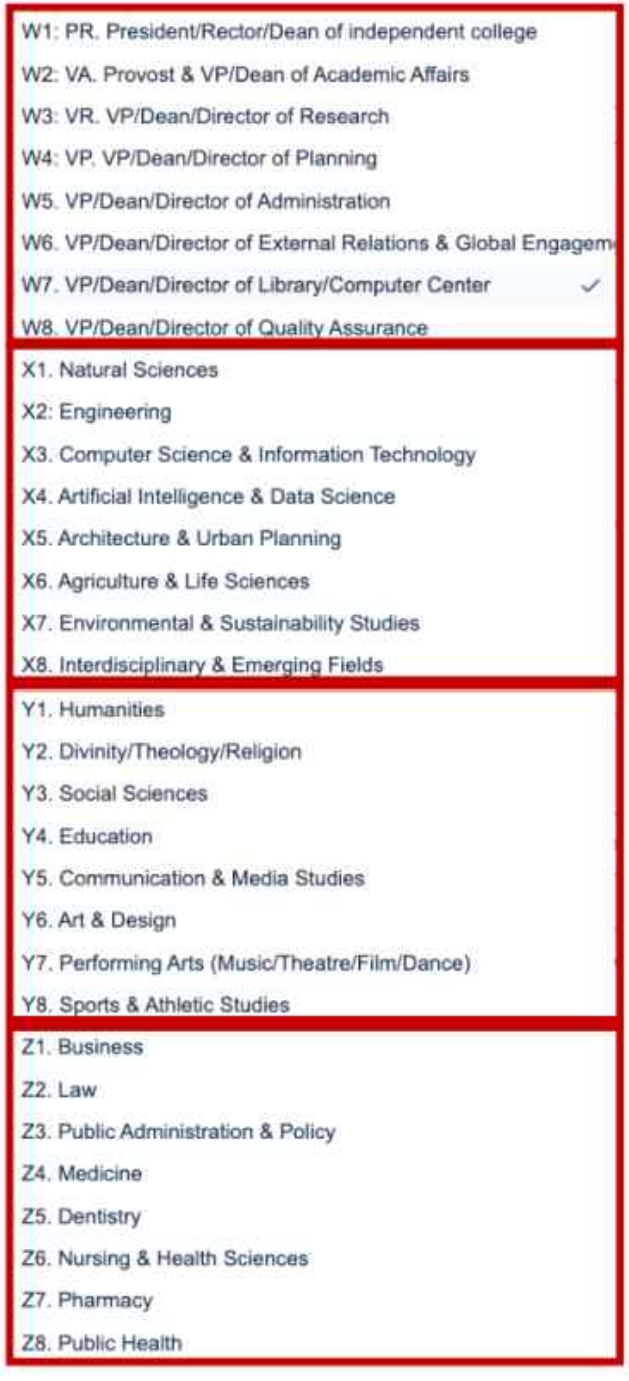
32 Categories:

- 1st Axis: For Whom to Innovate
- 2nd Axis: How to Innovate
- 3rd Axis: What to Innovate
- 4th Axis: With Whom to Innovat
  - 4 GCGs (Global Common als)
  - 4 NSGs (Nation Spec c Go)



32 Departments (8 Offices & 24 Departments):

- 8 Institutional Offices
- 8 Natural Sciences, Engineering, & Applied Sciences
- 8 Humanities, Arts & Social Sciences
- 8 Professional & Career-Oriented Schools



Important Timeline for WURI Ranking 2027



Three-stage evaluation — peer evaluation by university presidents, judgment by league representatives, and final review by the W URI Board — mirrors the 2026 process. Results are announced at the HLU Conference in Cairo and the WURI Global Conference in San Francisco.

WURI Ranking 2027

Submission System

Open: October 1, 2026

Deadline: December 11, 2026

Contents

1. History: Evolution and Revolution of University Rankings
2. Introduction of WURI
3. Philosophy: Innovations of WURI in 2020~2026
4. Future: Innovations of WURI in 2027
5. Global Recognition of WURI
6. WURI-Related Conferences

WURI Philosophy: Systematic approach with 5W1H

INNOVATION to prepare the future!

A. **For whom (Why)** to innovate?: Student, Industry, Society, World

B. **How** to innovate?: Subject, Environment, Resource, Mechanism

C. **What** to innovate?: Research, Education, Service, Commercialization

D. **With whom** to innovate?: Government, IGO, UF, PU

E. **Who** to innovate?: President, VP, Dean, Director, Professor, Staff

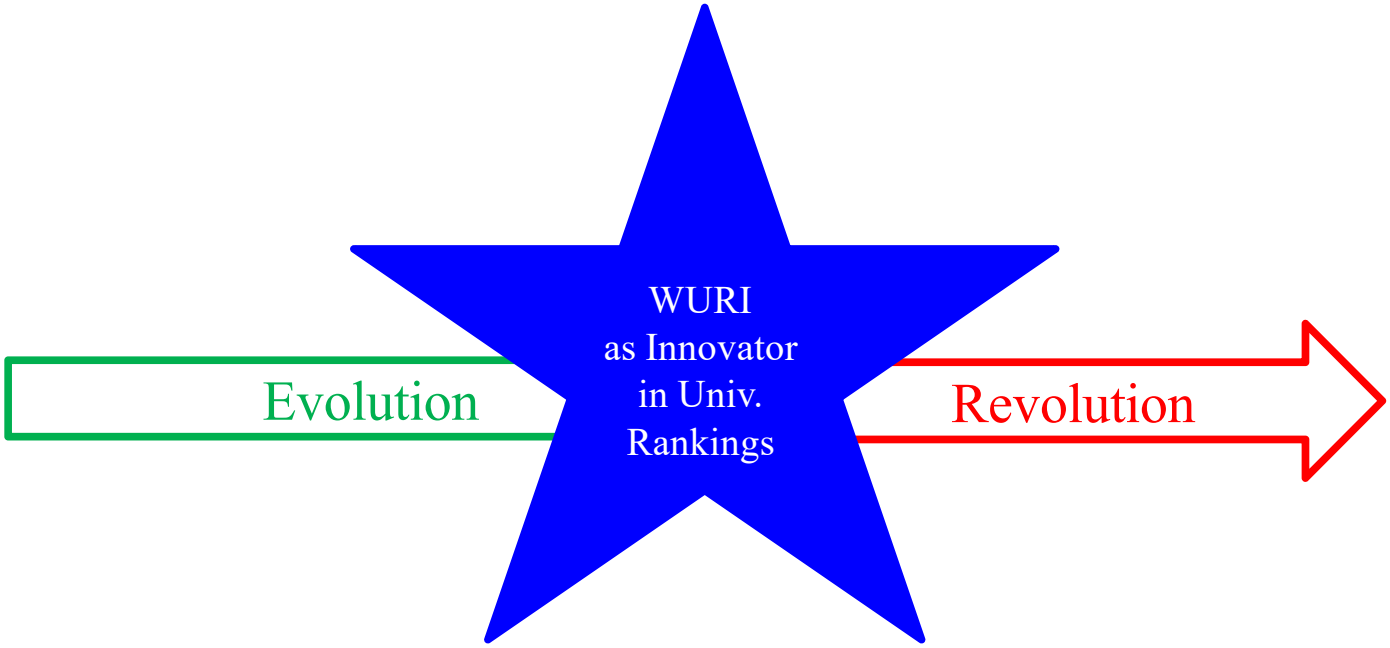
F. **Where** to innovate?: College, Department, Center

Comparison of traditional rankings and WURI

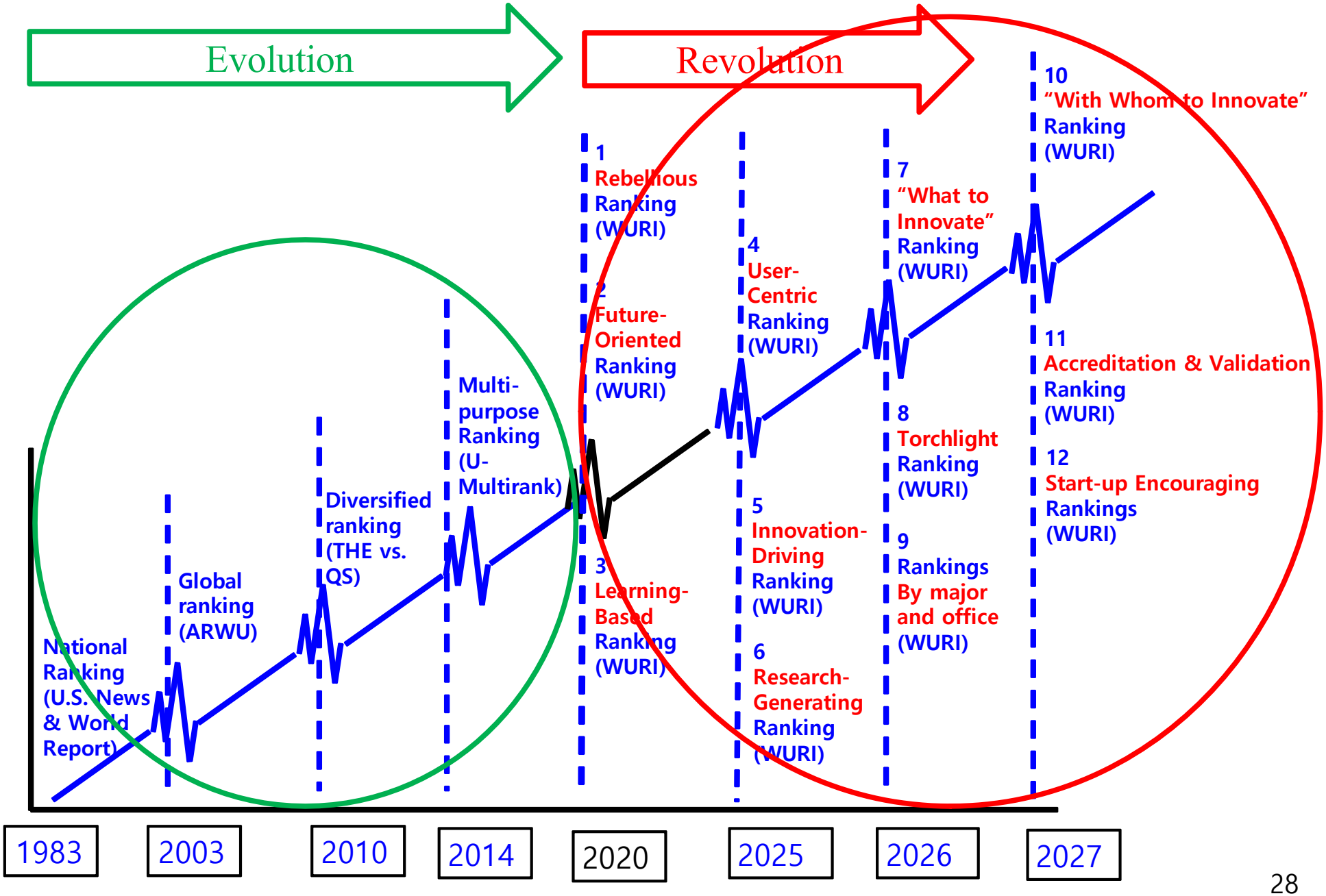
Category	QS / THE	WURI
Evaluation Philosophy	Reputation and research excellence	Innovation and social impact
Evaluation Period	Past	Future
For Whom (Why)	Major universities in advanced countries	Every university in advanced and developing countries
Core Indicators	Results: Publications, citations, academic reputation	Causes: Cases of Innovation programs
Development Linkage	Low	Very high
SDG Integration	Limited	Structurally embedded (through specific categories)
Policy Applicability	Low	High
Organizational characteristics	Profit	Social contribution

What is Innovation?

Innovation is the catalyst that transforms evolution into revolution.



WURI Philosophy: Evolution and Revolution



WURI as an Innovator of University Rankings

(2020)

1. Any universities working hard can be at the Top.→ Rebellion with WURI
2. Statistics out, innovative cases in→ Evaluating not the past but the future
3. Cross-evaluation by participating presidents→ Learning-based ranking

(2021~2025)

1. Case writing by customers→ User-centric ranking
2. Encouraging many cases to submit→ From innovation follower to innovation driver
3. Professors actively in writing cases→ Research papers and academic journals

(2026)

1. Adding the third axis of "What to Innovate"→ 3 axes with 24 categories
2. In search of representative research projects (C1)→ Torchlight effect
3. Decentralized ranking→ Rankings by 8 Offices and 24 Majors

(2027)

1. Adding the fourth axis of "With Whom to Innovate"→ 4th axis with 8 more categories
2. From continuous numbers to discrete numbers→ Accreditation (WURIA) & Validation (SEIV)
3. Encouraging start-up efforts→ Start-up Encouraged

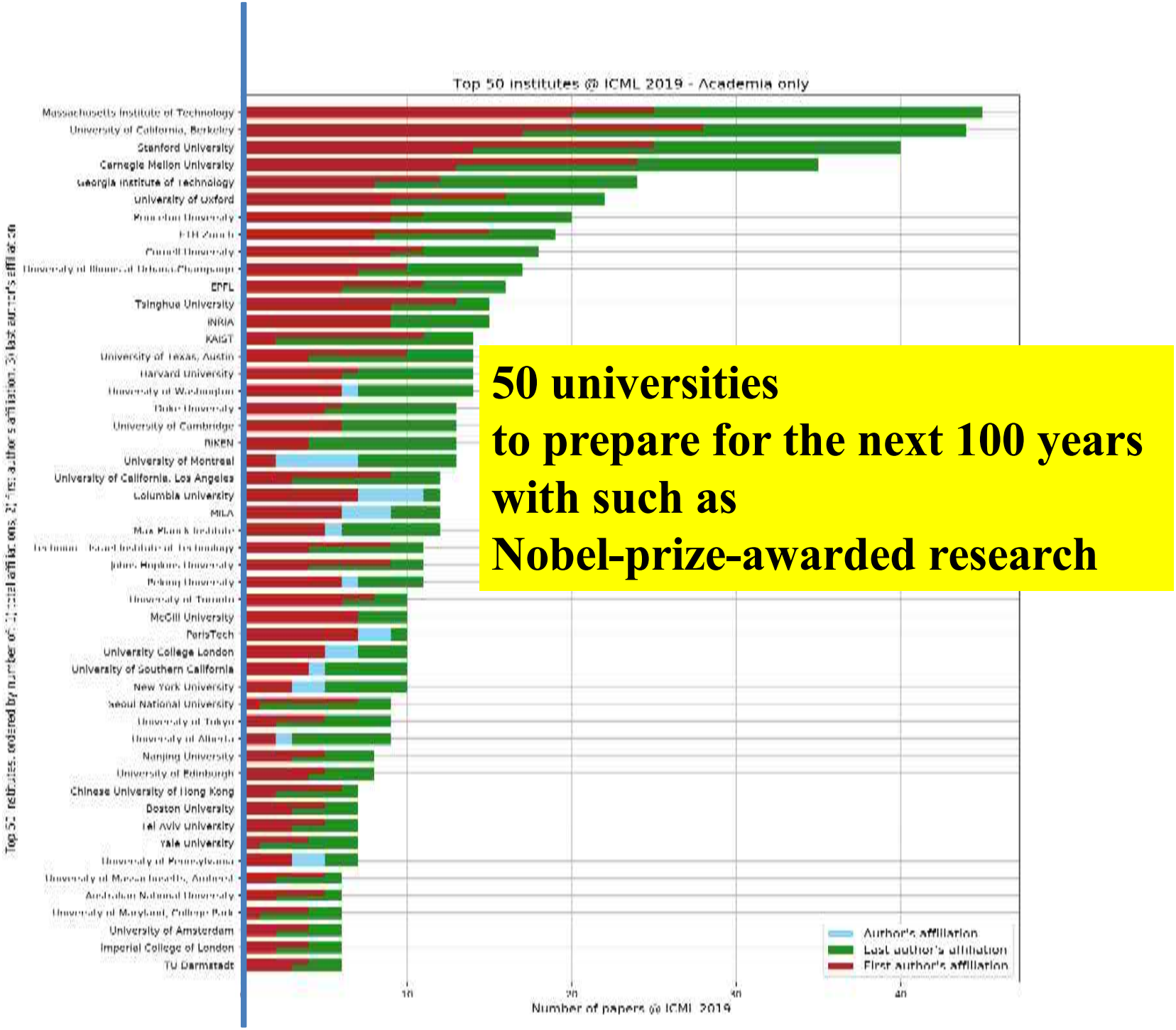
Objectives of world's universities

There are 30,000+ universities in the world.
They have two main objectives:

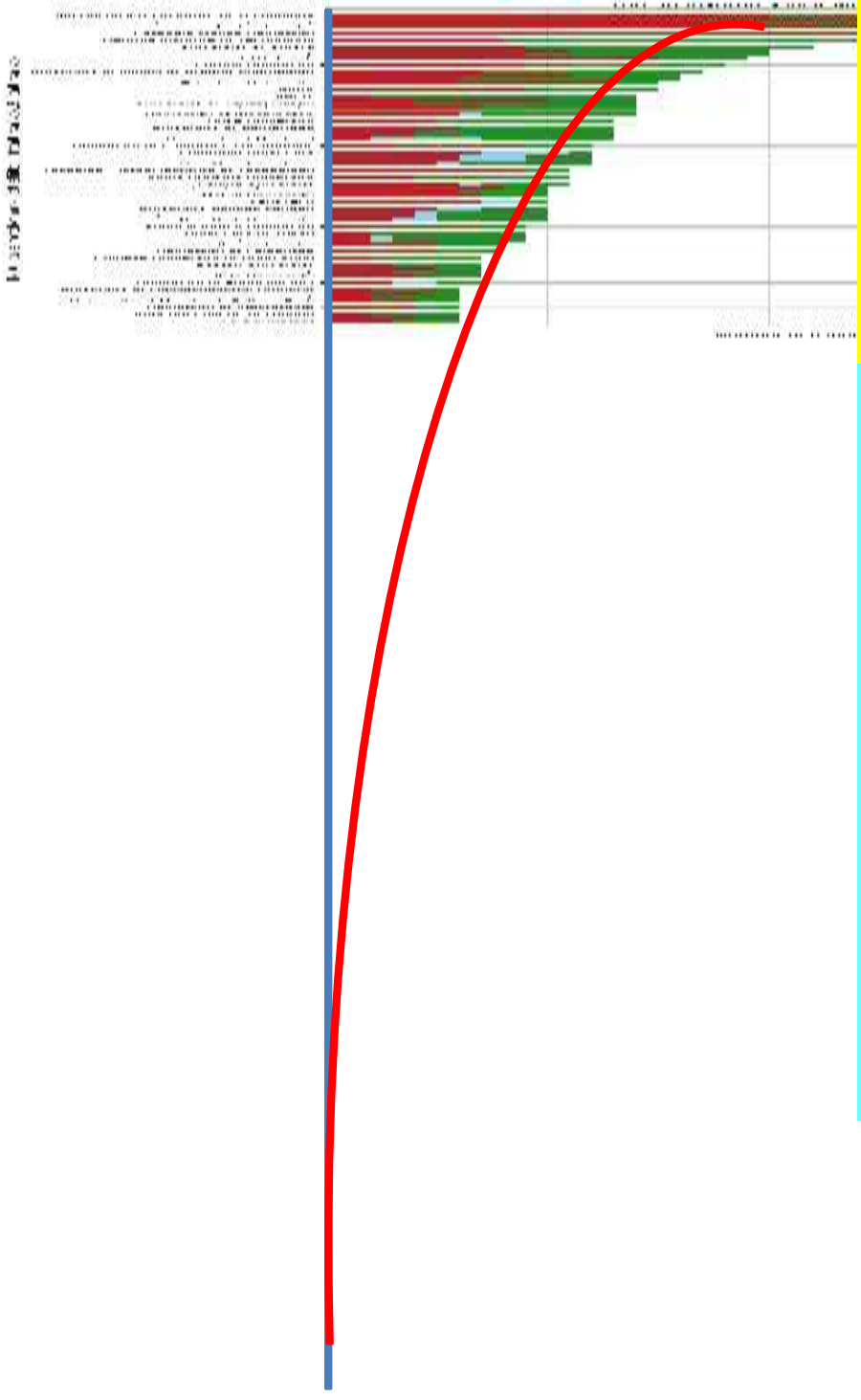
1) To prepare for the next 100 years (and Nobel Prizes in mind)

2) To serve the society and industry today

If your university has to choose one, which one?



50 universities
to prepare for the next 100 years
with such as
Nobel-prize-awarded research



50 universities
to prepare for the next 100 years
with such as
Nobel-prize-awarded research

World's 30,000+ universities
To serve the society/industry today
with real-impact-seeking research

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2020-2: Evaluating not the Past but the Future

TEMPLATE OF UNIVERSITY'S INNOVATIVE PROGRAM

(To be used by Evaluators and Judges for WURI Ranking 2026)

WURI's Serial Number		**(Leave this box blank.)**
Summary of Program		
Program Name		(Write the full name, including any articles such as 'the'.)
Category		(Select one category from **A1–A8** or **B1–B8** or **C1-C8** and write it here. For example, if the program is A1: Student Support and Engagement, write '**A1**'.)
Abstract of Program		(Keep the description within 300 words.)
Details of Program		
Planning		
Objectives	Long-term Goals	(Describe the program's long-term objectives over several years.)
	Short-term Targets	(Outline the program's planned outcomes for the upcoming year.)
	Rationale	(Explain the reasons for initiating the program.)
Subject (Leader)	Initiator(s)	(Enter the initiator's last name first, in capital letters.)
	Champion(s)	(Enter the champion's last name first, in capital letters.)
	Major team member(s)	(Enter the major team members' last names first, in capital letters.)
Environment	Nature/Society	(Discuss how nature and society affect or limit the program.)
	Industry/Market	(Discuss how the industry and market influence or restrict the program.)
	Citizen/Government	(Discuss how citizens and government support or impose on the program.)
Resources	Human resources	(Assess whether the program has sufficient human resources.)
	Financial resources	(Assess whether the program has enough financial resources.)
	Technological resources	(Evaluate whether the program has adequate technological support.)
Mechanism	Strategy (Weight/Sequence)	(Outline the program's strategic directions, prioritizing the subject, environment, and resources by importance (weight) and order (sequence).)
	Organization	(Evaluate if the university's organizational structure aligns with the program's strategies.)
	Culture	(Assess whether the university's culture supports or hinders the program's execution.)
Doing		
Launch date		(Provide the launch date of the program.)
Responsible organization		(Specify the organization responsible for executing the program, whether internal or external to the university.)
Program content and process		(Describe the program's content and implementation process in 300 words.)
Key highlights of the content/process		(Identify up to three key highlights for content and for process, respectively.)
Differences from traditional approaches		(Highlight the differences before and after the program implementation.)
Progress as of today		(Evaluate the extent of the required work that has been completed.)
Problems in implementation		(Identify any issues or challenges that have hindered the program's smooth progression.)
Approaches to solve the problems		(If you have identified solutions to the aforementioned problems, explain how you discovered and applied them.)
Completion date, if completed		(State whether the program was completed and if its objectives were met; if not, estimate when you expect them to be achieved.)
Seeing		
Impacts on students		(Describe student satisfaction with the program's outcomes.)
Impacts on professors		(Describe professor satisfaction with the program's outcomes.)
Impacts on university administration		(Indicate whether the university president and administrators are satisfied with the program's outcomes.)
Responses from industry/market		(Assess industry satisfaction in your country/region regarding the program's outcomes.)
Responses from citizen/government		(Evaluate whether local citizens and government are satisfied with the program's outcomes.)
Measurable output (revenues)		(If possible, provide specific program outcomes in monetary terms.)
Measurable input (expenses)		(If possible, provide specific inputs to the program in monetary terms.)
Cost-benefit analysis for effectiveness		(If possible, compare revenues and expenses, and analyze the program's effectiveness numerically.)
Future Planning		
Where does the project go from here?		(Write an epilogue for the program.)
Addendum		
Exhibits, pictures, diagrams, etc.		(Attach specific documents that validate the program at the end of this template, and list them here.)
Reports, mimeos, monographs, books, etc.		(Describe the specific documents that validate the program, and list them here.)
Others which may help explain the program (including website links)		(Include any materials that may help validate the program; links to the program's website will be especially useful.)

WURI as an Innovator of University Rankings

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(2021~2025)

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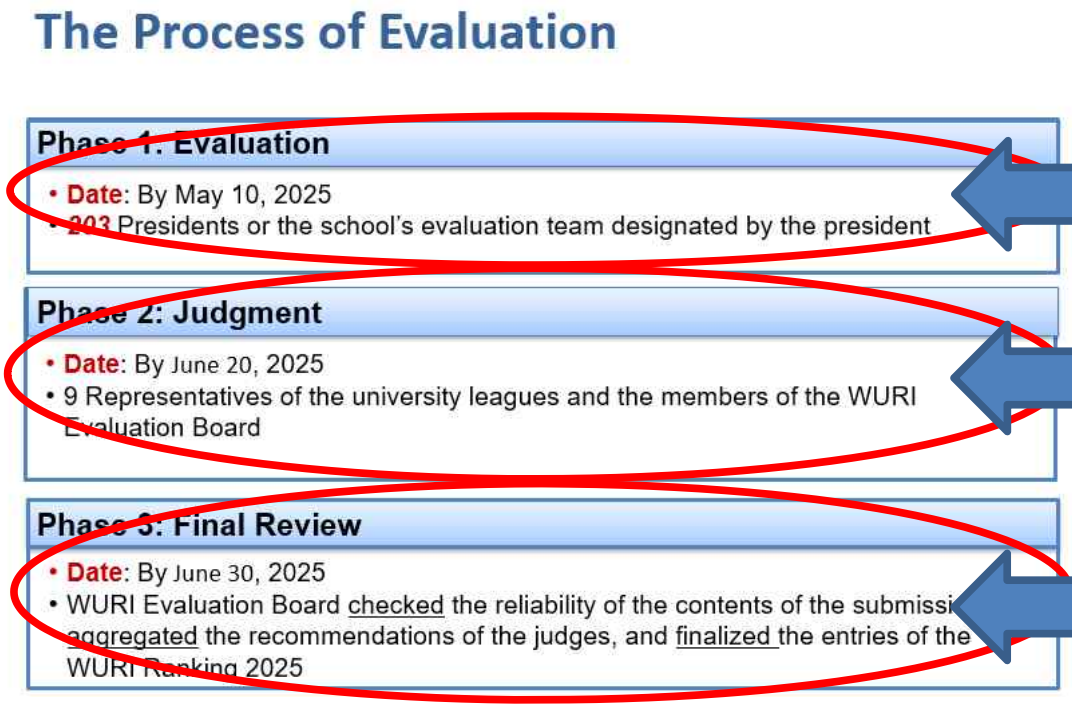
(2026)

1. Adding the third axis of "What to Innovate"→ 3 axes with 24 categories
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2020-3: Learning-based ranking



In 2026,
301 Presidents evaluated
13.211 innovative cases
submitted by 1,920 universities.

2026 Judges included
- ✓ Lynn Pasquerella, AACU
- ✓ Raynard Kington, Phillips Academy Andover

2026 WURI Office fact-checked
Top 100 cases in each category.

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2025-1: User-centric ranking

Axis 1: Innovation Targets: For Whom to Innovate?

For Student

A1. Student Support and Engagement (from the students' point of view)
(The same as A1 in 2025)

This innovative project/program focuses on supporting students' academic and career success, as well as welfare, diversity, inclusion and participation. Additionally, it aims to enhance student welfare by offering various scholarship programs to reduce financial burdens and help students focus on their studies. (We encourage students to prepare the cases in their real names.)

A2, Student Mobility and Openness (from the students' point of view)
(The same as A2 in 2025)

This innovative project/program focuses on promoting exchange and collaboration between schools, both domestically and internationally. The goal is to encourage openness, sharing of knowledge, and resource integration, moving away from isolated and closed system. (We encourage students to prepare the cases in their real names.)

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2025-2: From innovation follower to innovation driver

364 --> the number of cases sent by a university with the largest number of cases in 2026.

Several universities submitting more than two hundred cases.

In 2027, we are expecting this number to reach 400 and above.

WURI as an Innovator of University Rankings

(2020)

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(2021~2025)

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3. Encouraging start-up efforts→ Start-up Encouraged

2025-3: Research papers and academic journals

Eric Santos Parilla

Northwestern University

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WURI Rankings as a Catalyst for Transformative Education at NWU: A Focus on Internationalization and Entrepreneurship

Institutional Change

Global Engagement

Transformative Education

Internationalization

WURI Rankings

Entrepreneurial Education

Higher Education Innovation

The paper introduces the digital transformation initiative led by the Asian Institute of Maritime Studies (AIMS) to modernize maritime education and training. Recognizing that traditional maritime education is lagging behind rapid technological changes, AIMS proposes a curriculum that integrates virtual reality (VR), digital twins, and online learning platforms. This initiative aligns with the Maritime Industry Development Plan (MIDP) 2019–2028 of the Philippines and aims to enhance digital competencies, ensure regulatory compliance, and produce globally competitive maritime professionals while promoting sustainability in the maritime sector.

2025-3: Research papers and academic journals

1. Maria Kathleen June J. Mariño
2. Maricar Flores

St. Paul University Dumaguete

- Maria Kathleen June J. Mariño – ICT Head
- Maricar Flores – Dean, College of Arts, Sciences and Education

Philippines



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+639175403313
+63 917 100 3803

SPUD's Digital Leap: A WURI-Guided Framework for Innovation and AI Integration in Higher Education

Technology-enhanced processes | WURI framework application | Educational technology | AI-driven educational management | Artificial Intelligence Integration in education | Digital transformation

This proposal presents SPUD's transformation through a WURI-aligned innovation framework called TESIO (TechEvolve: SPUD's Innovation Odyssey). It highlights the institution's strategic integration of AI via the GENIuS program, supporting academic, administrative, and student services. Emphasizing ethical, inclusive, and future-ready education, the paper explores SPUD's use of digital tools, AI applications, and immersive technologies to improve institutional processes. The study aims to demonstrate how a mid-sized university can enact impactful and replicable innovations aligned with WURI categories like crisis management, SDG-based responses, and industrial application.

Rosanna Sambile Generato

Bukidnon State University (BukSU)

Chief Administrative Officer

Philippines



rosannagenerato@buksu.edu.ph

Innovation-Driven Governance: How WURI Participation Transformed Administrative Systems at Bukidnon State University

Philippines | Innovation-Driven Governance | Administrative Reform | Strategic Transformation | Public HEIs | WURI

This paper presents a case study of FEU Institute of Technology's long-term strategic framework, ASPIRATION 2028, which integrates innovation into the heart of university governance. The framework is built on four pillars: Digital Transformation, Sustainability Leadership, Financial Stability, and Global & Academic Excellence. Using AI tools like predictive analytics and generative AI, FEU Tech redefines decision-making and academic delivery. The study highlights how innovation-centric governance elevates institutional performance—not just as a response to rankings like WURI, but as a proactive transformation. The paper aims to provide a replicable governance model for other institutions in the era of AI and sustainability.

2025-3: Research papers and academic journals

1. **Melanie C. Convento**
2. **Noemi P. Rivera**
3. **Clarence Robas**
4. **Fannie Marie M. Flores**
5. **Alleli R. Navato**

1. Angono Private High School / World Citi Colleges - Antipolo Campus

2~5. World Citi Colleges - Antipolo Campus

1. Dean, College of Business Administration & Accountancy
2. Campus Manager
3. Principal, SHS Department / Administrative Consultant
4. Program Head / Faculty
5. Academic Secretary

Philippines

melanieconvento@gmail.com

Innovating for Impact: The Transformation Journey of World Citi Colleges through the WURI Lens

Qualitative Case Study | Higher Education Transformation | WURI Rankings | Institutional Innovation | Organizational Culture | Philippines | Education Policy

This study explores how the World Citi Colleges (WCC) and WCC Aeronautical and Technological College (WCC-ATC) in the Philippines have been transformed through their participation in the World University Rankings for Innovation (WURI). It examines the impact of WURI's 16 innovation categories on institutional policies, academic programs, development efforts, and organizational culture. Using a qualitative case study approach with interviews, observations, and document analysis, the study investigates both the process and challenges of transformation. The findings aim to inform other higher education institutions on how global innovation benchmarks can drive meaningful internal reform.

2025-3: Research papers and academic journals

Angelito P. Bautista Jr.

Research Management Office, Quezon City University

Director, Research Management Office

Philippines



apbautista_jr@yahoo.com.phap
bautistajr2020@gmail.com

Navigating Innovation: The Role and Impact of WURI Rankings on the Strategic Management of Local Universities and Colleges in the Philippines in the Age of Artificial Intelligence

WURI Rankings | Local Universities and Colleges (LUCs) | Strategic Management | Artificial Intelligence (AI) | Innovation | Higher Education | Real-World Impact

This research proposal explores the role and impact of the WURI Rankings on the strategic management of local universities and colleges (LUCs) in the Philippines, particularly in the age of artificial intelligence (AI). It examines how these institutions respond to global demands by integrating AI into academic and administrative practices while maintaining strong ties to local communities. The study seeks to assess LUCs' awareness of and alignment with WURI's criteria, their innovation strategies, and the challenges they face in achieving real-world impact. By employing qualitative methods such as interviews and case studies, the research aims to evaluate whether WURI offers a more inclusive and context-sensitive alternative to traditional rankings, ultimately promoting meaningful national development and educational reform across Southeast Asia.

2025-3: Research papers and academic journals

1. **Diana Mae Dulnuan-Pimentel**
2. **Marah Joy Alsiken-Nanglegan**

Department of Extension and Training, Ifugao State University (IFSU)

1. School Farm Demonstrator
2. Professor III / University Director

Philippines

ifsu.det@gmail.com

Catalyzing Innovation and Societal Impact: The Transformative Impact of WURI on Ifugao State University"

Ifugao State University | WURI Rankings | Sustainable development goals (SDGs) | Societal Impact | Innovation | Entrepreneurial Spirit | Smart Technology

This paper explores how the WURI Rankings served as a catalyst for transformation at Ifugao State University (IFSU), a regional institution in the Philippines. Through its international recognition—such as top global placements in Entrepreneurial Spirit, Crisis Management, and Symbol (Promotion) categories—IFSU has intensified its commitment to innovation, societal impact, and alignment with the UN Sustainable Development Goals (e.g., Zero Hunger, Gender Equality, Peace & Justice). The university has launched various initiatives, including community extension programs, industry partnerships, smart technologies, and student-led business incubation. WURI's influence has helped IFSU emerge as an agent of change, emphasizing real-world impact, entrepreneurship, and collaboration.

2025-3: Research papers and academic journals

Mark Chris Maglanque Lapuz

School of Tourism and Hospitality Management, National University – Baliwag

- Dean

Philippines



lapuz_mc@yahoo.com.ph

WURI Recognition for the Common Good: Ethical and Comparative Analysis of HEI Practices for University Ranking and Recognition on Innovation

Common good | Innovation | Internationalization | WURI Rankings | Higher education institutions (HEIs) | Comparative analysis | Ethics | Sustainability | Stakeholder involvement

This special issue proposal examines how WURI recognition contributes to the innovation, sustainability, and social impact of higher education institutions (HEIs). It highlights the need for ethical and comparative analysis of HEI practices using the common good framework. The study aims to explore stakeholder involvement, regional differences, and best practices in achieving WURI rankings, addressing current research gaps in innovation-focused university evaluations.

2025-3: Research papers and academic journals

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A proposal that supports the transformative vision of the WURI Foundation and the AI Business Academy. I am particularly drawn to the journal's focus on innovation-centric governance and the strategic implications of ranking systems in higher education.

2025-3: Research papers and academic journals

1. **John Carlo Hamelon**
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A Comparative Analysis of the World University Rankings for Innovation (WURI) and Traditional University Ranking Models: Methodological Insights and the Position of Philippine Institutions

Higher Education | University Rankings | Philippines | WURI | Comparative Analysis | Innovation Metrics

This study compares WURI's innovation-driven university ranking model with traditional systems like QS, THE, and ARWU. Using mixed methods, it analyzes differences in evaluation criteria and institutional representation, especially of Philippine universities. It finds that innovation-based rankings may offer more equitable recognition for developing countries.

Academic journal:

Journal of Innovation and Education

Volume 1, No. 1

Editing completed
By Guest Editor Di-long Huang

1. Navigating Innovation: The Role and Impact of WURI Rankings on the Strategic Management of Selected Universities and Colleges in the Philippines

(Theresita V. Atienza & Angelito P. Bautista Jr.)

Exploratory quantitative study (n=50 respondents from 13 Philippine HEIs) examining how participation in the World University Rankings for Innovation (WURI) influences strategic management. Findings show moderate-to-strong awareness of WURI, institutional actions to align innovation programs/strategic plans with WURI categories, and strong perception of WURI as a catalyst for reform, SDG alignment, partnerships, and more equitable benchmarking than traditional rankings (QS/THE). Gaps remain in formal coordination, dedicated coordinators, and internal evaluation. WURI functions as both external governance pressure and internal strategic tool, especially useful for Local Universities and Colleges (LUCs) and State Universities and Colleges (SUCs).

2. Teaching on the Margins: Transformative Learning in NSTP Students' Community Service in Cavite Public Schools

(John Moses Chua & Reynald Alfred G. Sy)

Critical ethnographic study of ~170 FEU Cavite undergraduates' weekly reflective journals from NSTP community service (literacy/numeracy tutoring) in Cavite public elementary schools. Using Mezirow's transformative learning theory, the paper maps a clear trajectory: disorienting dilemmas (overcrowded classrooms, poverty, resource gaps) → self-examination and critical reflection (questioning deficit views of children) → recognition of shared struggles → experimentation with new roles/strategies (games, *Ate/Kuya* cultural identities) → perspective transformation (service reframed from compliance/charity to ethical/civic responsibility). Extends Mezirow by highlighting emotion, cultural kinship, and systemic inequality in the Philippine context. Argues structured reflection turns mandatory NSTP into an incubator of transformative adult learning.

3. Leveraging Global Rankings for Institutional Innovation: The Way Ahead for Higher Education Institutions

(Deepti Sinha & Theresa Nithila Vincent)

Qualitative case study of Christ University (India) using sentiment analysis, keyword frequency, mind-mapping, and interpretative phenomenological analysis (IPA) of institutional documents, leadership interviews, and 13 stakeholder responses. Shows how engagement with QS, THE Impact, THE Asia, and WURI has driven strategic alignment, research–curriculum integration, internationalization, SDG-linked initiatives, better documentation, and governance improvements. Rankings act as external catalysts that, when mediated by strong institutional values and governance, produce constructive innovation rather than mere metric-gaming. Proposes a process model: Global Rankings → Governance/Strategic Alignment → Innovative Practices → Institutional Outcomes. Notes remaining needs in research quality, international collaborations, entrepreneurship, and industry engagement.

4. St. Paul University Dumaguete's Digital Leap: A WURI-Guided Framework for Innovation and AI Integration

(Maria Kathleen June J. Mariño & Maricar Flores)

Convergent parallel mixed-methods case study (n=200 administrators, faculty, staff, students) of St. Paul University Dumaguete (SPUD). Analyzes the TESIO (TechEvolve: SPUD's Innovation Odyssey) Framework and GENIuS

(Generative AI for Education and Next-Level Innovation in SPUD) Program against WURI categories (Technology Development & Application, Crisis Management, Ethics & Integrity, SDG responses, Visionary Leadership). High stakeholder agreement that SIS/LMS and GenAI tools improved teaching, student services, and administration, with strong alignment to WURI. Gaps identified in infrastructure, digital adaptability, change management, and equitable AI access. Demonstrates that small, mission-driven (Catholic) universities can achieve global innovation impact through coherent ethical-technological frameworks even with limited resources.

5. Toward an Ethical Integration of AI in Impact-Driven Pedagogy: A Conceptual Framework for Lecturer Capacity Building

(Seng Hansen & Adhi Setyo Santoso)

Conceptual/qualitative literature-based study proposing a lecturer capacity-building framework for ethical AI integration into impact-driven (real-world, socially meaningful) pedagogy, with President University (Indonesia) as illustrative context. Identifies four challenge dimensions (ethical, technological, pedagogical, institutional). The framework has three pillars: (1) AI ethics literacy, (2) ethical AI integration into impact-driven learning design, and (3) alternative/reflective assessments emphasizing originality and critical thinking. Institutional support (policies, training, culture) is a cross-cutting enabler. Emphasizes human-centered, values-driven use of AI rather than pure efficiency.

6. Ensuring Research Ethics: A Comprehensive Examination of Review Practices in Local Universities

(Henry Gabriel Magat & Michael Angel M. Lacanilao)

Descriptive qualitative study of research ethics review practices in 19 LGU-funded Local Universities and Colleges (LUCs) in Metro Manila (~95 participants: REC members, faculty researchers, support staff). Reveals major disparities: only a few institutions have formal, functioning Research Ethics Committees/Boards (RECs/REBs) aligned with PHREB standards; most rely on informal or absent mechanisms. Challenges include resource shortages, prolonged timelines, limited training (especially on digital/AI issues), documentation weaknesses, and biomedical-centric frameworks poorly suited to social-science research. Recommendations: standardized SOPs, sustained capacity building, digital platforms, broader geographic studies, and stronger institutional/government support.

7. Creating Ethical Guidelines and a Responsible AI Integration Framework for Baguio Central University
(Genevieve Balance Kupang et al.)
Exploratory sequential mixed-methods study (24 qualitative interviews + 394 quantitative surveys; total ~418–430 stakeholders) developing values-driven ethical guidelines and a responsible AI integration framework for Baguio Central University (BCU). Grounded in Kantian deontology and BCU's core values (Veritas, Equitas, Libertas, Justitia). Identifies six core principles (Accountability, Educational Goals Alignment, Beneficial Use, Human Agency, Reflection & Awareness, Transparency). Framework includes eight components covering governance, data privacy, bias mitigation, risk strategies, phased faculty development, boundaries, and digital citizenship. Strong stakeholder consensus on data control, academic integrity safeguards, and regular policy review. Emphasizes participatory, values-aligned implementation over pure technological sophistication.

8. Participation, Framing and Agenda Setting on the World University Rankings for Innovation (WURI) of Bangladeshi Higher Education Institutions
(Jude William R. Genilo & Md. Kamal Uddin)
Study of Bangladeshi HEIs' engagement with WURI (2020–2025). Tracks rising participation (from 1 to 8 universities), performance across categories, media/social-media agenda-setting, and framing of WURI results. ULAB dominates media visibility and framing (global presence, innovation, ranking performance). Most communication is event-based and press-release driven; digital strategies and sustained agenda-setting remain underdeveloped. Categories such as Ethics & Integrity and Industrial Application are better represented than Brand/Reputation or Funding. Recommends broader participation, diversified framing (impact, learning-based ranking), stronger digital strategies, and institutionalization of WURI-related communication.

9. Provincial yet Pioneering: Innovation-Centric Strategy and Governance in a Philippine Private University
(Shiela B. Navasca, Samantha Aira C. Alonzo & Eizen John C. Humilde)
Qualitative-dominant mixed-methods case study of Northwestern University (NWU), a provincial Philippine private university, after joining WURI (2023 onward). Data from 12 key-informant interviews and a survey of 315 stakeholders.

Four themes: Global Repositioning (identity shift from local to globally aspiring), Innovation and Institutional Change (expanded student support, crisis protocols, innovation programs), Impacts and Outcomes (reputation, pride, partnerships), and Challenges (resources, documentation, framework alignment—addressed via task forces and collaboration). Anchored in Institutional Theory and Resource-Based View. Shows WURI as a strategic lever for legitimacy and capacity-building in resource-constrained settings.

10. Digital Culture and Sustainable Tourism: Examining Digital Engagement, Environmental Identity, and Educational Governance at Antong Falls

(Noel L. Guevara)

Descriptive-correlational study (n=312 eco-tourism stakeholders at Antong Falls, Pangasinan) examining relationships among digital engagement, digital environmental literacy, online environmental identity, digital barriers, and sustainable tourism practices. Grounded in Network Society Theory, Participatory Culture Theory, and Theory of Planned Behavior. Digital environmental literacy (β=0.41) and online environmental identity (β=0.36) are the strongest predictors of sustainable practices; digital engagement is moderately positive; digital barriers are negative. Model explains 58% of variance. Proposes a Digital Environmental Governance Framework linking cognitive, identity, behavioral, and institutional dimensions. Highlights educational and governance roles in fostering digital literacy for sustainability.

11. How Artificial Intelligence Is Changing What It Means to Be a Professor Today: Evidence from a Christian Higher Education Context

(Manuel Arable Ocampo Jr.)

Descriptive-correlational survey of faculty at a Philippine Christian college examining AI use in teaching, assessment, and administration, and its relationship to professional identity, ethical concerns, and readiness. Faculty view AI positively for preparation, efficiency, and administrative tasks but remain cautious about evaluative/relational functions. Strong professional identity (educator, mentor, moral guide) is not threatened by AI; ethical concerns (integrity, privacy, over-reliance, alignment with Christian values) strongly shape readiness. Positive correlation between AI utilization and professional identity when AI is framed as a supportive tool. Calls for values-centered, ethically guided AI integration that preserves human presence and vocation.

12. WURI Rankings and AI-Driven Innovation in Higher Education: A Case Study of MIT ACSC's Holistic Programs

(B.B. Waphare & Abhijit Netke)

Mixed-methods case study of MAEER's MIT Arts, Commerce and Science College (MIT ACSC), India, examining three WURI-aligned flagship programs through Innovation Diffusion Theory: Inspire+ (AI adaptive learning + mental-health support → higher satisfaction/placements), Entrepreneurship Development Cell (AI tools for start-up evaluation/mentorship → more start-ups and partnerships), and Naadbrahma (AI/VR for cultural heritage preservation → large growth in digital engagement). Compares WURI's innovation/societal-impact focus favorably with traditional rankings' research/reputation emphasis. Offers practical strategies (AI roadmaps, faculty training, industry partnerships, incubators) while acknowledging subjectivity, resource inequalities, and risks of performative innovation in WURI itself.

Research Conference:

WURI INTERNATIONAL RESEARCH CONFERENCE 2026

Time: November 18-20, 2026

Venue: University of Makati, Manila, Philippines

Host: President Elyxzur C. Ramos

Guest Editor: Professor Henry Magat

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WURI INTERNATIONAL RESEARCH CONFERENCE 2026

Time: November 18-20, 2026

Venue: University of Makati, Manila, Philippines

Host: President Elyxzur C. Ramos

Host Editor: Professor Henry Magat

Number of abstracts and papers submitted: **159 (as of 27 October)**

Deadline for submission: **November 6, 2026**

WURI as an Innovator of University Rankings

(2020)

1. Any universities working hard can be at the Top.→ Rebellion with WURI
2. Statistics out, innovative cases in→ Evaluating not the past but the future
3. Cross-evaluation by participating presidents→ Learning-based ranking

(2021~2025)

1. Case writing by customers→ User-centric ranking
2. Encouraging many cases to submit→ From innovation follower to innovation driver
3. Professors actively in writing cases→ Research papers and academic journals

(2026)

1. Adding the third axis of "What to Innovate"→ 3 axes with 24 categories
2. In search of representative research projects (C1)→ Torchlight effect
3. Decentralized ranking→ Rankings by 8 Offices and 24 Majors

(2027)

1. Adding the fourth axis of "With Whom to Innovate"→ 4th axis with 8 more categories
2. From continuous numbers to discrete numbers→ Accreditation (WURIA) & Validation (SEIV)
3. Encouraging start-up efforts→ Start-up Encouraged

2026-1: Comprehensive innovation

For the WURI 2025,
we identified 2 Axes and 16 categories as follows:

- **Axis 1-For Whom:** Students (2), Industry (2), Society (2), and Global Community (2)

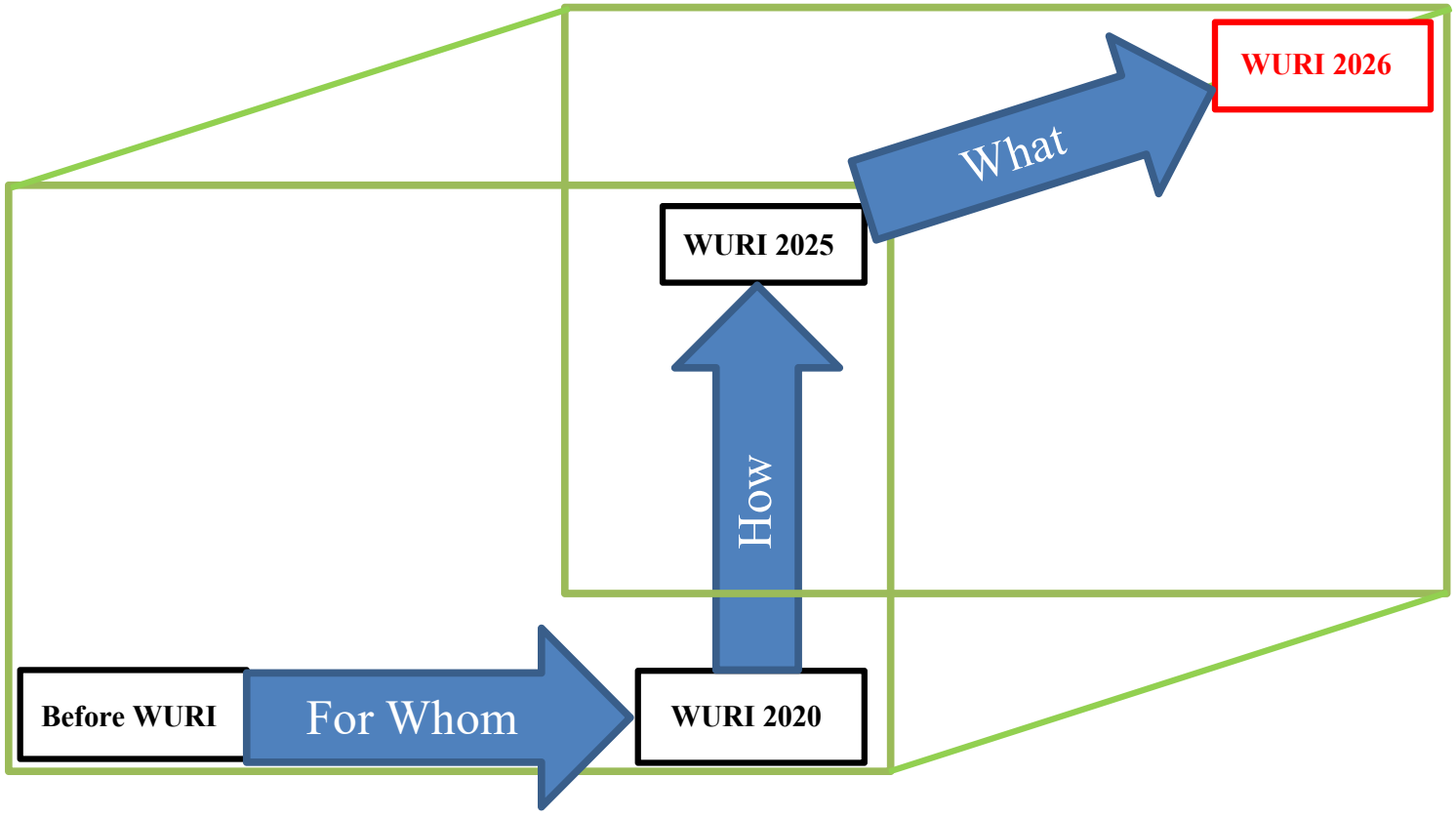
- **Axis 2-How:** Subject (2), Environment (2), Resource (2), and Mechanism (2)

For the WURI 2026,
We are adding the third Axis and 8 categories as follows:

- **Axis 3-What:** Research (2), Education (2), Service (2), and Commercialization (2)

2026-1: Comprehensive Innovation

For Whom → How → What to Innovate?



2026-1: Comprehensive innovation

For the WURI 2025,
we identified 2 Axes and 16 categories as follows:

- **Axis 1 For whom:** Students (2), Industry (2), Society (2), and Global Community (2)

- **Axis 2 for How:** Subject (2), Environment (2), Resource (2), and Mechanism (2)

For the WURI 2026,
We are adding the third Axis and 8 categories as follows:

- **Axis 3 for What:** Research (2), Education (2), Service (2), and Commercialization (2)

Axis 1 For whom:

1) Students (2)

2) Industry (2)

3) Society (2)

4) Global Community (2)

Axis 2 for How:

1) Subject (2)

2) Environment (2)

3) Resource (2)

4) Mechanism (2)

Axis 3 for What:

1) Research (2)

2) Education (2)

3) Service (2)

4) Commercialization (2)

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(2026)

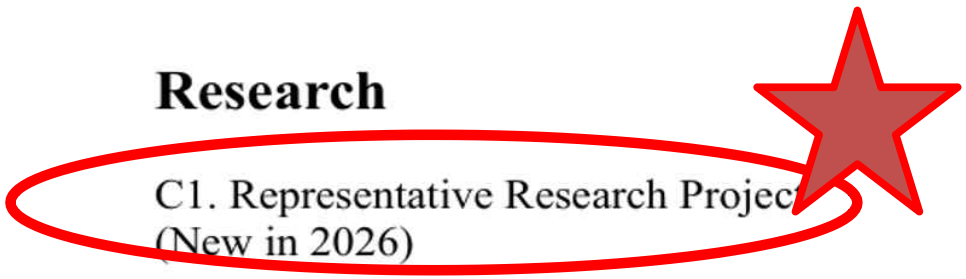
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2026-2: Torchlight effect

Among the 24 criteria, we wish to highlight------



Research

C1. Representative Research Project
(New in 2026)

This innovative project/program recognizes a university's flagship research agenda that demonstrates a concentrated and sustained effort to address future societal and global challenges. Its focus is placed on the project's historical continuity, relevance, transformative potential, and social impact—for example, how MIT established its institutional identity through the Manhattan Project, and how Stanford fostered numerous start-ups in Silicon Valley through its Design Thinking initiative.

As the most important criterion
to differentiate your university from others.

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2026-3: Rankings by 8 Offices and 24 Majors

By Whom to Innovate? (Officers, School, College, or Headquarters to Which the Case Belongs)
Please choose the most appropriate one from the list below and write the corresponding number in the box.

From the list below, choose and enter **only one number** among W1~W8, X1~8, Y1~8, and Z1~8.

Institutional Officers
W1: PR. President/Rector/Dean of independent college
W2: VA. Provost & VP/Dean of Academic Affairs
W3: VR. VP/Dean/Director of Research
W4: VP. VP/Dean/Director of Planning
W5. VP/Dean/Director of Admini
W6. VP/Dean/Director of E ns & Global Engagement
W7. VP/Dean/Director of Library/Computer Center
W8. VP/Dean/Director of Quality Assurance

By Whom?

Natural Sciences, Engineering, & Applied Sciences
X1. Natural Sciences
X2: Engineering
X3. Computer Science & Information Technology
X4. Artificial Intelligence & Data Science
X5. Architecture & Urban Planning
X6. Agriculture & Life Sciences
X7. Environmental & Sustainability Studies
X8. Interdisciplinary & Emerging Fields

Humanities, Social Sciences, Arts, & Sports
Y1. Humanities
Y2. Divinity/Theology/Religion
Y3. Social Sciences
Y4. Education
Y5. Communication & Media Studies
Y6. Art & Design
Y7. Performing Arts (Music/Theatre/Film/Dance)
Y8. Sports & Athletic Studies

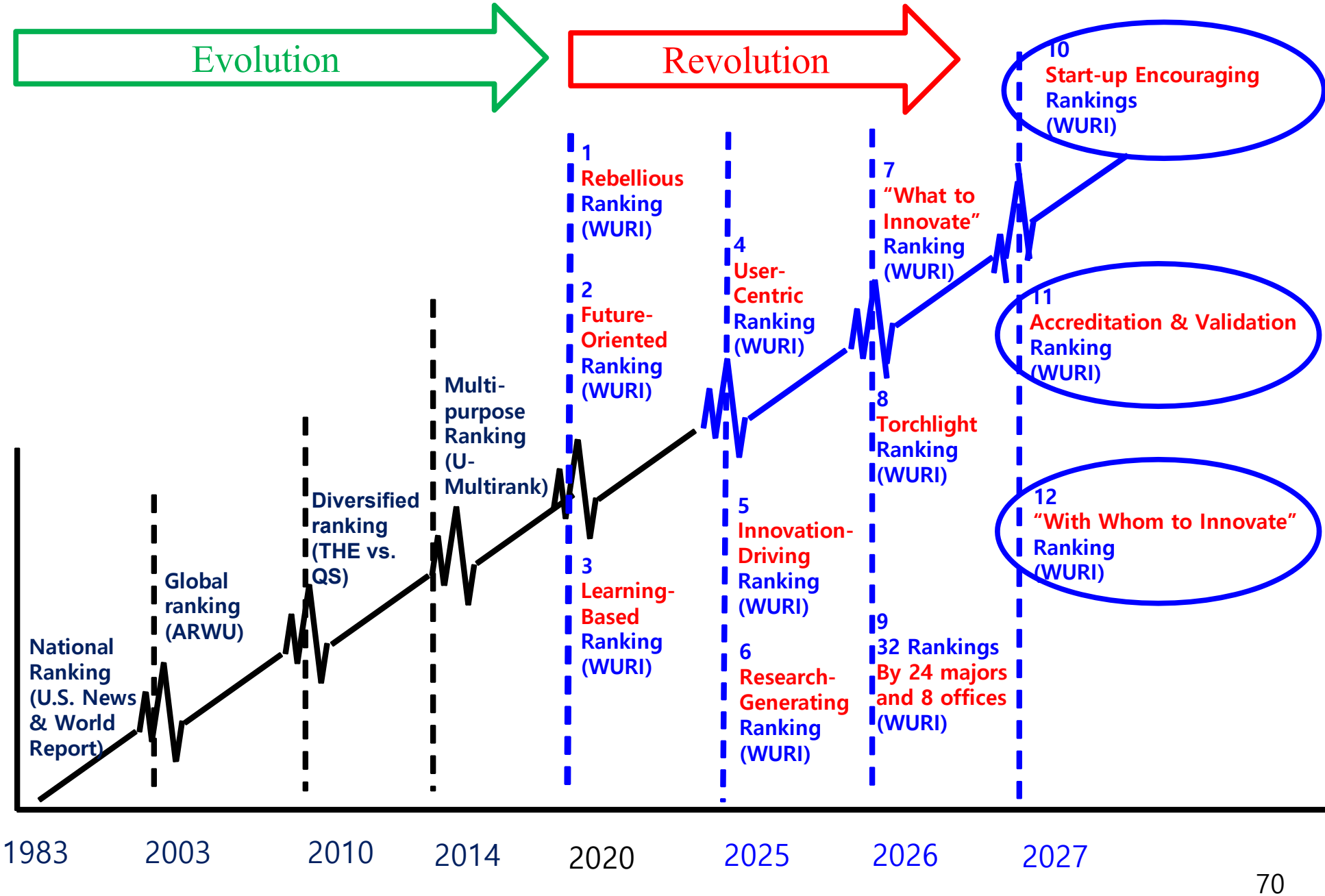
Where?

Pr & Career-Oriented Schools
aw
Z3. Public Administration & Policy
Z4. Medicine
Z5. Dentistry
Z6. Nursing & Health Sciences
Z7. Pharmacy
Z8. Public Health

Contents

1. History: Evolution and Revolution of University Rankings
2. Introduction of WURI
3. Philosophy: Innovations of WURI in 2020~2026
4. Future: Innovations of WURI in 2027
5. Global Recognition of WURI
6. WURI-Related Conferences
7. AI and WURI

World University Rankings (WUR) in 2027



Innovations of WURI for 2027

In 2027

1. Start-up Encouraging

2-1. WURI-Accreditation of the "World Innovative University"

2-2. SEI-Validation of the "SDG & ESG-based Innovation Project"

3. The Fourth Axis of "With Whom (Government) To Innovate

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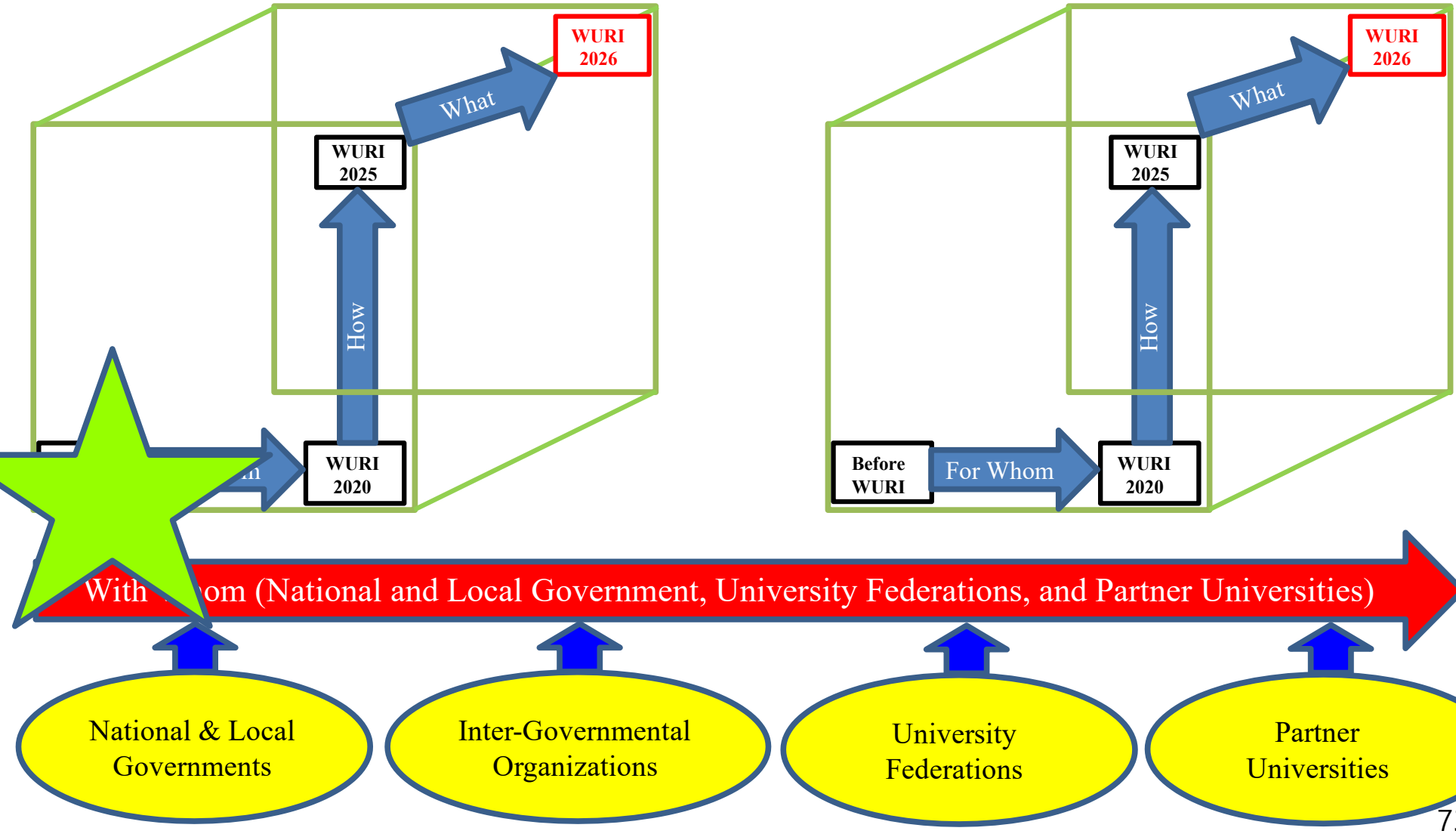
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2027-3: The Fourth Axis Innovation on "With Whom to Innovate?"

For Whom → How → What → With Whom to Innovate



Axis 4: With Whom to Innovate

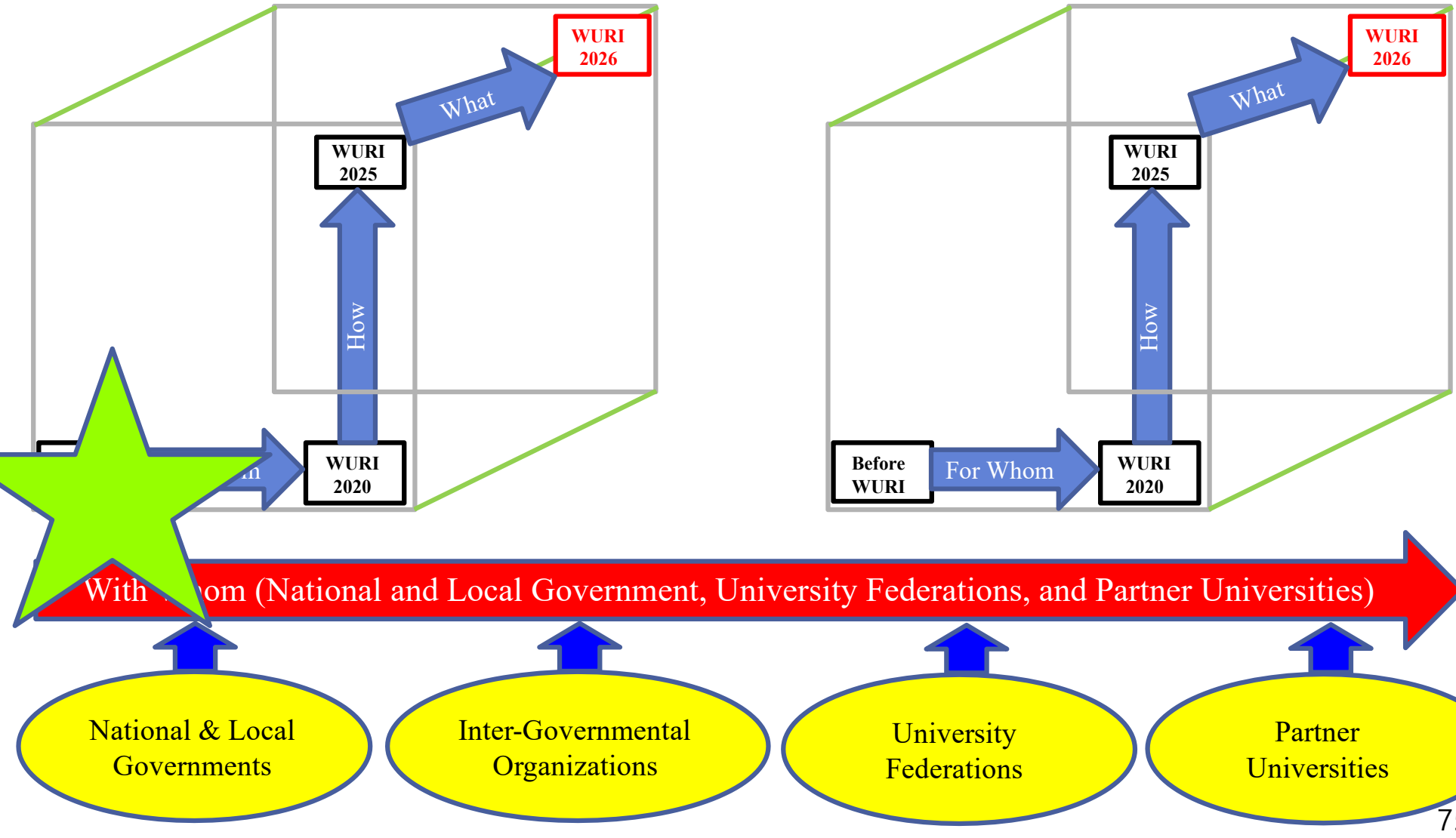
(Goal-oriented Innovation)

With whom:

4-1: National governments (196 nations)
4-2: Inter-governmental organizations
4-3: University federations
4-4: Partnering universities

2027-3: The Fourth Axis Innovation on "With Whom to Innovate?"

For Whom → How → What → With Whom to Innovate



Categories of "Goals" in Axis 4

GCG: Global Common Goals (GCG) across nations

N-(2 letter codes representing nations): Nation-Specific Goals (NSG)

- AF – Afghanistan
- AL – Albania
- DZ – Algeria
- AD – Andorra
- etc.

I-(names of Inter-Governmental Organizations): IGO's Goals (IGG)

- I-UNITAR
- I-UNESCO
- I-OECD
- I-APEC
- etc.

F-(names of University Federations): UF's Goals (UFG)

- F-HLU
- F-AUAP
- F-AACU
- etc.

PU: Goal-sharing with Partner Universities (PUG)

Global Common Goals: Shared by All Nations to Enhance National Competitiveness

Despite vast differences in wealth, governance, and ideology, all governments converge on four university mandates — each ultimately in service of national competitiveness.

UNIVERSITY AS THE ENGINE OF NATIONAL COMPETITIVENESS

GCG-1: Education for Human Capital Competitiveness

Universities as engines of national competitiveness through talent. High-income nations invest in frontier talent pipelines to defend their edge, while emerging economies build workforce capacity to close the competitiveness gap.

GCG-2: Research for Innovation-Driven Competitiveness

Universities as the central node of national innovation systems that determine competitiveness. Governments demand technology transfer, startup creation, and breakthrough solutions that translate into export strength.

GCG-3: Equity & Access as a Competitiveness Multiplier

Universities dismantling economic, geographic, and gender-based barriers — because no nation can compete while leaving talent untapped. Lifelong reskilling turns demographic and technological shifts into competitiveness assets.

GCG-4: Peace & Safety as a Precondition for Competitiveness

Universities advancing global peace and human safety, because sustained national competitiveness is impossible without stability. Ethical leadership and international cooperation protect the conditions where competitiveness is built.

Countries and 2-Letter Codes

AF – Afghanistan
AL – Albania
DZ – Algeria
AD – Andorra
AO – Angola
AG – Antigua and Barbuda
AR – Argentina
AM – Armenia
AU – Australia
AT – Austria
AZ – Azerbaijan
BS – Bahamas
BH – Bahrain
BD – Bangladesh
BB – Barbados
BY – Belarus
BE – Belgium
BZ – Belize
BJ – Benin
BT – Bhutan
BO – Bolivia
BA – Bosnia and Herzegovina
BW – Botswana
BR – Brazil
BN – Brunei
BG – Bulgaria
BF – Burkina Faso
BI – Burundi
CV – Cabo Verde
KH – Cambodia
CM – Cameroon
CA – Canada
CF – Central African Republic
TD – Chad
CL – Chile
CN – China
CO – Colombia
KM – Comoros
CG – Congo (Republic)
CD – Congo (DRC)
CR – Costa Rica
CI – Côte d'Ivoire
HR – Croatia
CU – Cuba
CY – Cyprus
CZ – Czechia
DK – Denmark
DJ – Djibouti
DM – Dominica
DO – Dominican Republic
EC – Ecuador
EG – Egypt
SV – El Salvador
GQ – Equatorial Guinea
ER – Eritrea
EE – Estonia
SZ – Eswatini
ET – Ethiopia
FJ – Fiji
FI – Finland
FR – France
GA – Gabon
GM – Gambia
GE – Georgia
DE – Germany
GH – Ghana
GR – Greece
GD – Grenada
GT – Guatemala
GN – Guinea
GW – Guinea-Bissau
GY – Guyana
HT – Haiti
HN – Honduras
HU – Hungary
IS – Iceland
IN – India
ID – Indonesia
IR – Iran
IQ – Iraq
IE – Ireland
IL – Israel
IT – Italy
JM – Jamaica
JP – Japan
JO – Jordan
KZ – Kazakhstan
KE – Kenya
KI – Kiribati
KP – North Korea
KR – South Korea
KW – Kuwait
KG – Kyrgyzstan
LA – Laos
LV – Latvia
LB – Lebanon
LS – Lesotho
LR – Liberia
LY – Libya
LI – Liechtenstein
LT – Lithuania
LU – Luxembourg
MG – Madagascar
MW – Malawi
MY – Malaysia
MV – Maldives
ML – Mali
MT – Malta
MH – Marshall Islands
MR – Mauritania
MU – Mauritius
MX – Mexico
FM – Micronesia
MD – Moldova
MC – Monaco
MN – Mongolia
ME – Montenegro
MA – Morocco
MZ – Mozambique
MM – Myanmar
NA – Namibia
NR – Nauru
NP – Nepal
NL – Netherlands
NZ – New Zealand
NI – Nicaragua
NE – Niger
NG – Nigeria
MK – North Macedonia
NO – Norway
OM – Oman
PK – Pakistan
PW – Palau
PS – Palestine
PA – Panama
PG – Papua New Guinea
PY – Paraguay
PE – Peru
PH – Philippines
PL – Poland
PT – Portugal
QA – Qatar
RO – Romania
RU – Russia
RW – Rwanda
KN – Saint Kitts and Nevis
LC – Saint Lucia
VC – Saint Vincent and the Grenadines
WS – Samoa
SM – San Marino
ST – São Tomé and Príncipe
SA – Saudi Arabia
SN – Senegal
RS – Serbia
SC – Seychelles
SL – Sierra Leone
SG – Singapore
SK – Slovakia
SI – Slovenia
SB – Solomon Islands
SO – Somalia
ZA – South Africa
SS – South Sudan
ES – Spain
LK – Sri Lanka
SD – Sudan
SR – Suriname
SE – Sweden
CH – Switzerland
SY – Syria
TW – Taiwan
TJ – Tajikistan
TZ – Tanzania
TH – Thailand
TL – Timor-Leste
TG – Togo
TO – Tonga
TT – Trinidad and Tobago
TN – Tunisia
TR – Turkey
TM – Turkmenistan
TV – Tuvalu
UG – Uganda
UA – Ukraine
AE – United Arab Emirates
GB – United Kingdom
US – United States
UY – Uruguay
UZ – Uzbekistan
VU – Vanuatu
VA – Vatican City
VE – Venezuela
VN – Vietnam
YE – Yemen
ZM – Zambia
ZW – Zimbabwe

Nation Specific Goals (NSG 1~4) by Nation

(Examples of cases with the numbers as the NGS)

50%

India's Gross Enrollment Ratio (GER) target by 2035

500,000

Turkey's target for International Students by 2028

5

Saudi Arabia's goal for Universities in the Global Top 200

3%

Portugal's target of National GDP dedicated to R&D

100%

Vietnam's mandate for Digital Transformation of major HEIs

10

Uzbekistan's target for Universities in the Global Top 1000 by 2030

Nation Specific Goals (NSG 1~4) by Nation

Afghanistan

NAF1

Post-Conflict Reconstruction Professionals

Train urgently needed professionals in engineering, medicine, agriculture, and public administration to support national reconstruction under severe resource and security constraints.

Source: Afghanistan National Development Strategy for Higher Education; UNESCO Institute for Statistics – Afghanistan

NAF2

Islamic Scholarly Tradition Integration

Integrate Islamic sciences, jurisprudence, and classical scholarly tradition into the modern university curriculum as a foundational pillar of Afghan academic identity.

Source: Afghan Ministry of Higher Education Policy Framework; Islamic World Educational, Scientific and Cultural Organiza...

NAF3

Agriculture & Rural Development Research

Direct research capacity toward rural livelihoods, food security, water management, and drought-resistant agriculture as core national survival and development priorities.

Source: Afghanistan National Agriculture and Rural Development Policy; FAO Afghanistan Country Profile

NAF4

Language Preservation & Dual-Medium Education

Protect and promote Dari and Pashto as academic languages while building structured bilingual capacity and preserving minority linguistic heritage through university programs.

Source: Afghan National Education Strategic Plan; UNESCO Education in Emergencies – Afghanistan

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Hungary

NHU1

Multinational Corporate Alignment

Align academic programs with the immediate needs of the Hungarian economy and multinational corporate partners.

Source: Hungarian National Higher Education Act (2011, amended 2020); Model Change Framework

NHU2

Startup & Tech Transfer

Boost applied research, technology transfer, and startup creation to elevate global innovation rankings.

Source: Hungarian National Higher Education Act (2011, amended 2020); Model Change Framework

NHU3

Foundation-Based Institutional Model

Operate under foundation-based models to increase financial flexibility and performance-based outcomes.

Source: Hungarian National Higher Education Act (2011, amended 2020); Model Change Framework

NHU4

Traditional European Values

Strengthen national identity, cultural heritage, and traditional European values through higher education.

Source: Hungarian National Higher Education Act (2011, amended 2020); Model Change Framework

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Zimbabwe

NZW1

Land Reform Legacy & Agricultural Resilience Research

Develop academic programs that rigorously engage with Zimbabwe's land reform legacy, building agricultural systems research, land tenure scholarship, and sustainable farming models for a post-reform rural economy.

Source: University of Zimbabwe – Agricultural Sciences; Zimbabwe Farmers Union – Research

NZW2

Great Zimbabwe Civilization & African Heritage Studies

Position Zimbabwean universities as global leaders in Great Zimbabwe civilization research, Iron Age African archaeological science, and Shona cultural heritage as uniquely African contributions to global history.

Source: National Museums and Monuments Zimbabwe; UNESCO Great Zimbabwe National Monument

NZW3

Zimbabwean Cultural Resilience & Arts Heritage

Develop academic programs in Zimbabwe's extraordinary cultural output — Shona stone sculpture, mbira music, Ndebele visual art — as globally recognized contributions to contemporary African artistic heritage.

Source: National Gallery of Zimbabwe; Zimbabwe Association of Community Theatre (ZACT)

NZW4

SADC Integration & Governance Reform Studies

Build academic programs in SADC regional integration, governance reform pathways, and post-crisis institution building drawing on Zimbabwe's own experience of economic collapse and painstaking recovery.

Source: SADC – Southern African Development Community; African Development Bank – Zimbabwe Strategy

Each university is expected to submit case studies corresponding to GCG 1–4 and NSG 1–4 within its national context.

Nation Specific Goals (NSG 1~4) by Nation

Zimbabwe

NZW1

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2027-3: The Fourth Axis Innovation on "With Whom to Innovate?"

For Whom → How → What → With Whom to Innovate

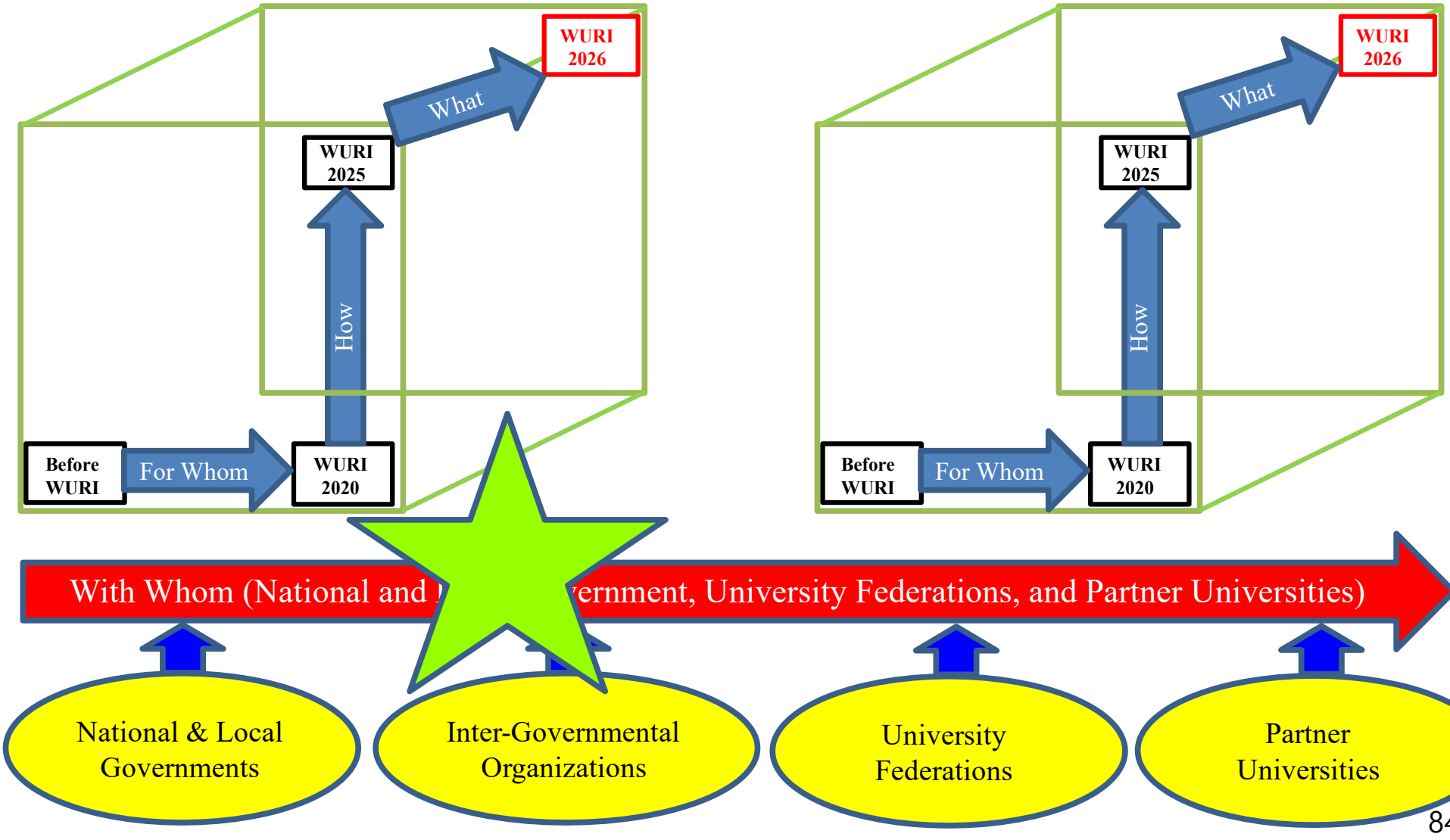
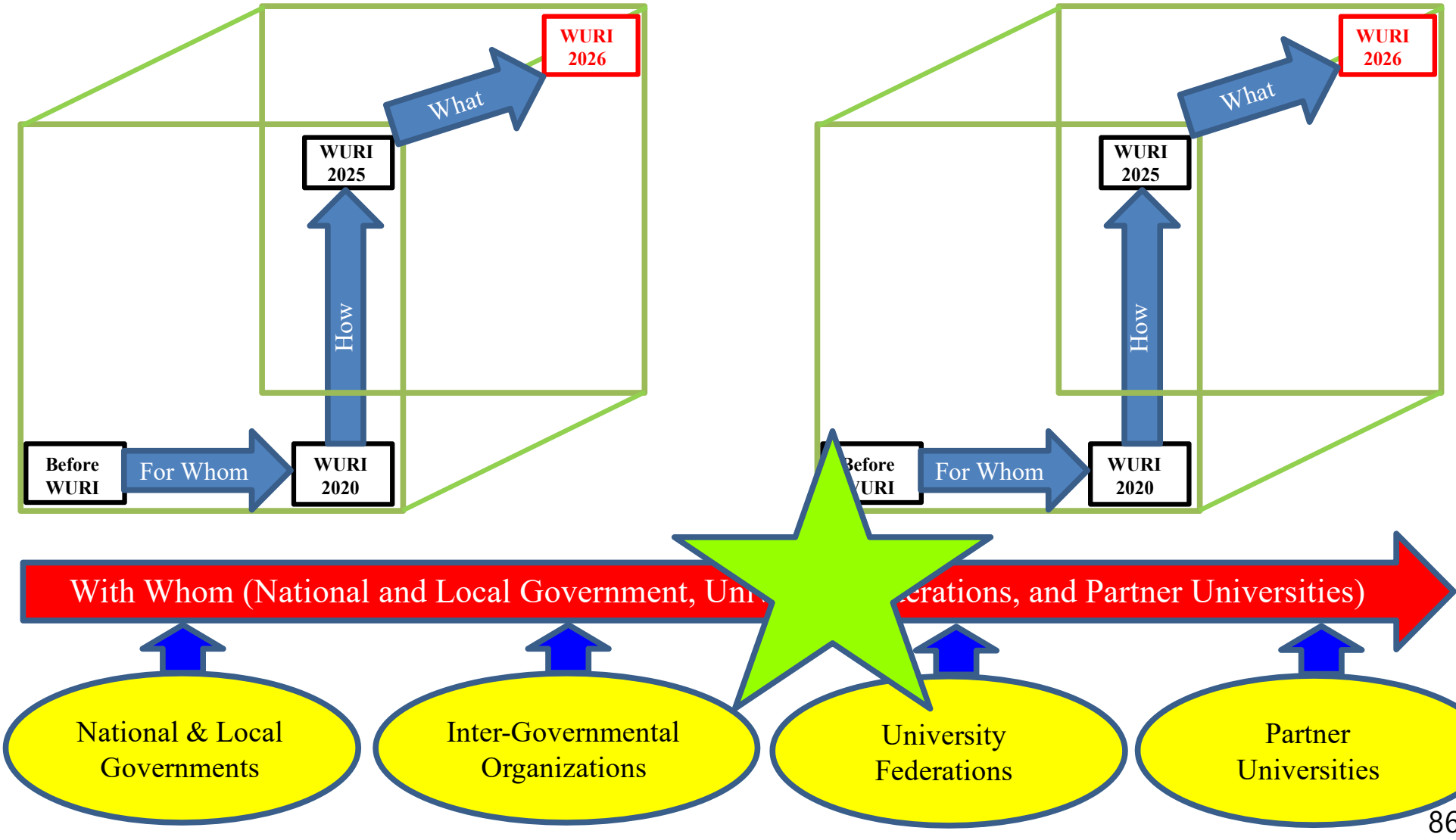


Table 9: Planned training beneficiary by strategic objective

Strategic objective	Planned training beneficiaries
SO1 - Individuals are equipped with the capacities to advance multilateral diplomacy, public sector performance and SDGs	21,577
SO2 - Institutions in developing countries are strengthened to accelerate the achievement of the 2030 Agenda for Sustainable Development and implement the Pact for the Future	165,049
SO3 - Countries have strengthened capacities to meet their learning needs and cultivate lasting impact	106,667
SO4 - Quality and effectiveness of UN capacity-building efforts are enhanced through shared-learning platforms, best practices and research	1,275

2027-3: The Fourth Axis Innovation on "With Whom to Innovate?"

For Whom → How → What → With Whom to Innovate



HLU-set objectives of HLU's member universities

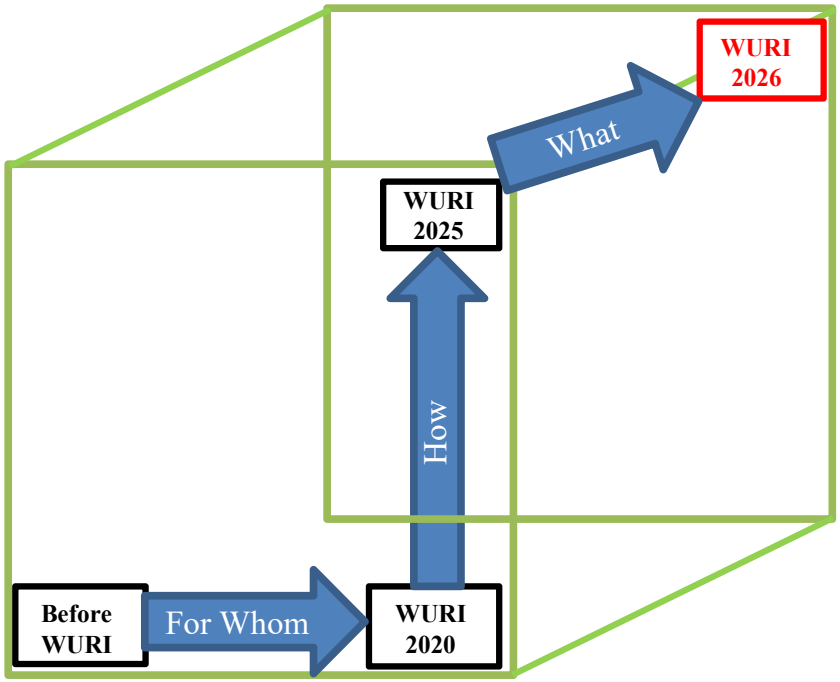
1) **Knowledge Sharing:** To promote sharing and exchanging useful and worthwhile information, publications, and materials encourage the shared values of HLU members.
2) **Academic Convening:** To arrange for conferences, seminars, workshops, consultation, lectures, and programs of similar nature among the members.
3) **Mobility & Exchange:** To promote and facilitate exchange of faculty, staff and students among the members, and with other institutions of higher learning.
4) **Cooperative Research & Impact:** To foster cooperative research projects, service learning projects, quality assurance projects, and other related activities.
5) **Capacity Development:** To encourage and support faculty and staff development.
6) **Collective Advancement:** To undertake any other objectives of a similar nature as may be demanded by the needs of the members.

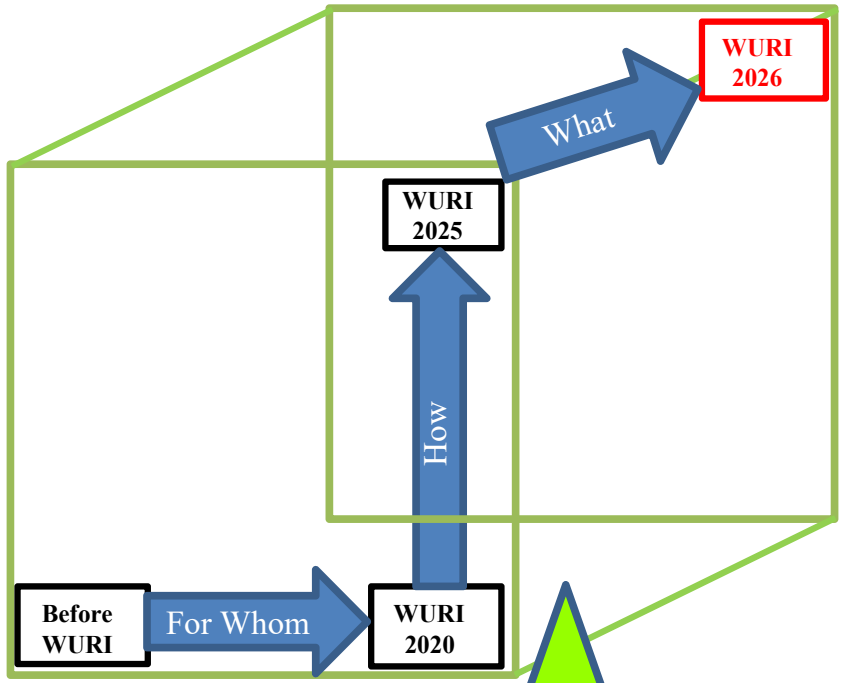
AUAP-set objectives of AUAP's member universities

1) **Quality-Driven Innovation:** To promote a culture of quality and innovation in higher education, research and service to the community.
2) **Cultural Diversity for Peace & Development:** To preserve and enhance the values and cultural diversity of Asia, the Pacific and other regions of the world towards better understanding, cooperation, and equality for socio-economic development and universal peace.
3) **Multi-Stakeholder Engagement:** To engage with stakeholders of the higher education and other organizations to further the objectives of AUAP.
4) **Strategic Organizational Collaboration:** To cooperate, where appropriate, with other organizations whose objects are similar to those of AUAP.

2027-3: The Fourth Axis Innovation on "With Whom to Innovate?"

For Whom → How → What → With Whom to Innovate





With Whom (National and Local Government, University Federations, and Part…es)

National & Local Governments

Inter-Governmental Organizations

University Federations

Partner Universities

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WURI's Top-ranked Minerva University with its #1 position 5 years in a row.



Philippines' Implementing guidelines of RA 11448, otherwise known as Transnational Higher Education Act and CHED Memorandum Order no. 10 series of 2025

Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

Commission on Higher Education
OFFICIAL RELEASE
CHED Central Office
RECORDS SECTION
C.P. Garcia Ave., U.P. Diliman, Q.C.

Implementing Rules and Regulations of Republic Act No. 11448, known as the "Transnational Higher Education Act"

Pursuant to the authority vested in the Chairperson of the Commission on Higher Education (CHED) under Section 23 of the Transnational Higher Education Act, the following rules and regulations are hereby promulgated to ensure the efficient and effective implementation of the provisions of the Act:

RULE 1
PRELIMINARY PROVISIONS

SECTION 1. Title. These rules and regulations shall be known as the **Implementing Rules and Regulations of Republic Act (RA) No. 11448**, known as the "Transnational Higher Education Act", or the "IRR".

SECTION 2. Declaration of Policy. It is hereby declared the policy of the State to provide quality education which is relevant to the changing needs of the people and the society. Higher education shall serve as a principal instrument for generating productive knowledge, innovation and technology to develop relevant and technical order skills needed to compete in the knowledge economy to redound in, and ensure, resource generation.

The State recognizes that rapid developments brought about by globalization, including liberalization of trade in goods and services, and expanding use of information and communication technologies, have created a climate for borderless teaching and learning. In this light, the State shall endeavor to modernize the Philippine higher education sector, and bring international quality standards and expertise into the country, with a view to making higher education globally competitive, attracting a flow of talented students, faculty, and staff, and improving the country's human resource base.

The State shall actively encourage, promote, and accelerate the establishment of transnational higher education programs, the internationalization of higher education in the country, and the development of the transnational higher education sector. Further, the State shall strengthen educational, cultural, social, economic, and political bonds between Philippine and foreign institutions of higher learning, thereby fostering a vibrant exchange of cultures, conducive to peaceful living within the global community. It shall develop collaborative arrangements between and among Philippine higher education institutions (HEIs) and training institutes, on one hand, and foreign HEIs, on the other, with the aim of building the capacity of all partner institutions to operate, manage, and administer postsecondary and graduate programs and to provide opportunities for learners to gain or acquire valuable experiences, skills and knowledge, as well as, international and foreign diplomas, degrees, and certificates.

Certified True Copy:
EDRALINDA B. FUENTEBELLA
Administrative Officer V
COMMISSION ON HIGHER EDUCATION
CENTRAL OFFICE RECORDS SECTION

RULE 3
QUALITY ASSURANCE IN TRANSNATIONAL HIGHER EDUCATION

SECTION 13. Quality Assurance. TNHEIs, which include both the awarding and providing institutions, shall be accountable for quality assurance and control. They shall develop, implement, and review internal quality assurance processes and cooperate with the CHED or other duly recognized local or international audit and accreditation bodies to protect and strengthen the reputation of bona fide institutions engaged in TNHE, as well as to protect the students and other stakeholders from low quality services of institutions with questionable reputation or engaged in malpractice and fraud. To this end, the Commission shall have the authority to set and continuously assess TNHE standards to be adhered to, as well as to enforce the same and oversee its implementation by, CHED recognized-HEIs.

To facilitate the entry of high-ranking universities in the country, foreign TNHEIs belonging to the top 500 HEIs in the world for three (3) consecutive years based on reputable international ranking acknowledged by the CHED shall be presumed to be compliant with international standards and shall be exempt from the standard quality assurance review by the CHED or other audit and accreditation bodies; Provided, That those that fall out of the top 500 ranking shall be required to undergo quality assurance processes as provided in this section.

COMMISSION ON HIGHER EDUCATION
CENTRAL OFFICE RECORDS SECTION
Certified Photocopy:
EDRALINDA B. FUENTEBELLA
Administrative Officer V

The CHED shall issue the necessary guidelines for the implementation of this section, including the development of quality assurance standards specific to TNHE programs and institutions, identification and determination of reputable international ranking bodies, as well as the accreditation of the said bodies.

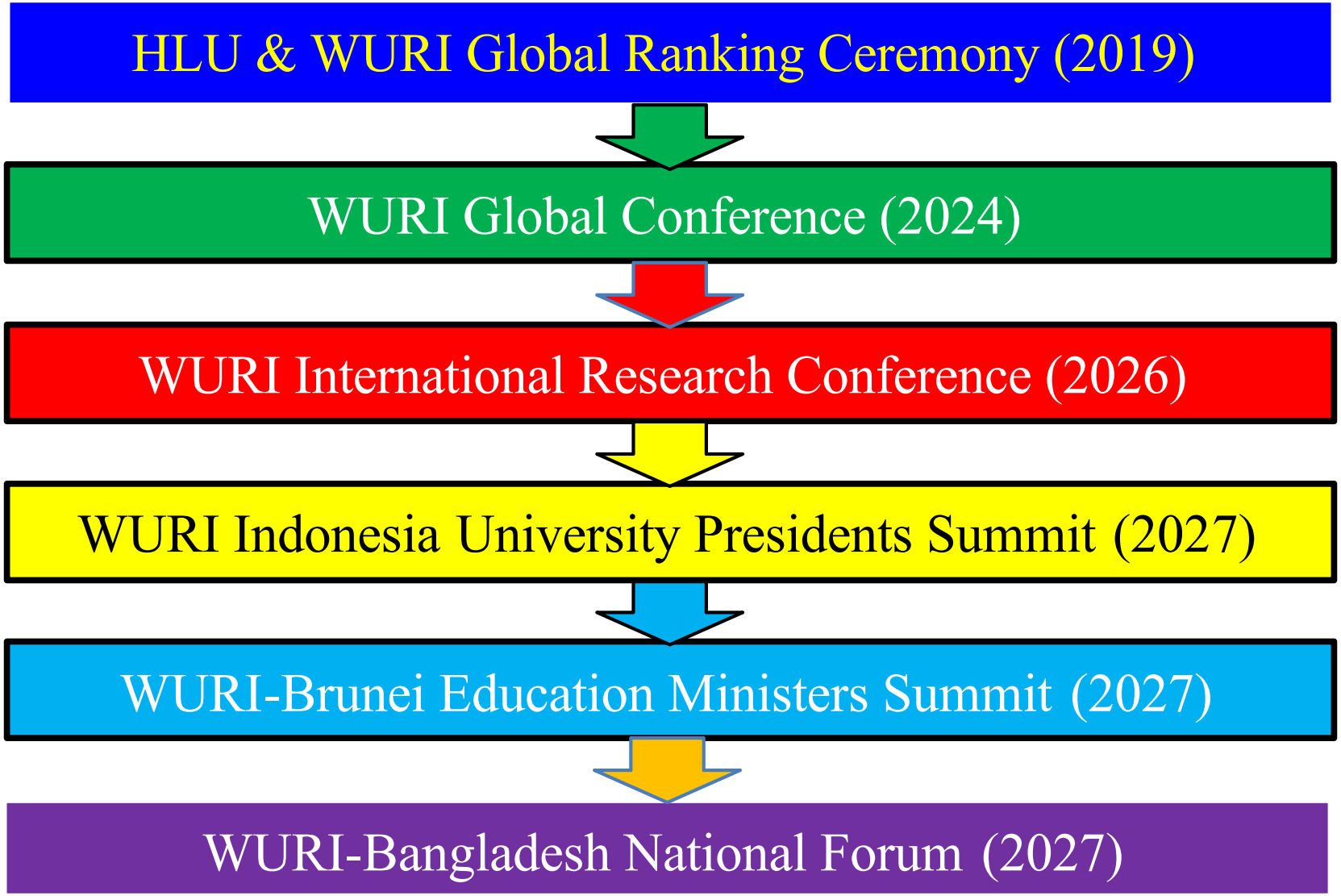
As an initial list, said international ranking bodies shall be limited to the 500 world's best universities as ranked by Quacquarelli Symonds (QS) World University Rankings; Times Higher Education (THE) World University Rankings; and World's Universities with Real Impact (WURI). The Guidelines mentioned in this Section shall also detail the process by which international ranking bodies are to be accredited, solely, by CHED. Further, the list of the universities, as well as acknowledged international ranking providers, shall be subject to periodic assessment and updating by CHED under the Guidelines mentioned in this Section.

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Expansion of the HLU into WURI Meetings



Host Universities for WURI-related Events

Year	WURI Ranking Release HLU & WURI Global Ranking Ceremony (Spring)	With Whom to Innovate (Year-round)				Global Networking WURI Global Conference (Autumn)	Research & Sharing WIRC & URFK (Winter)
		With Government	With UF, IGO	With Partner Universities			
2018	Groningen, Netherlands Hanze U of Appied Science						
2019	Incheon, Korea, Incheon NU (July 5-7)						
2023	Fort Myers, USA, Florida GCU (May 15-17)					-	-
2024	Lugano, Switzerland Franklin U Switzerland (Jun 6-7)					Seoul, Korea aSSIST (Sep 24-26)	-
2025	Dumaguete, Philippines Negros Oriental State U (July 9-11)					Busan, Korea Tong Myeong U (Sep 24-26)	-
2026	Taiwan National Chee-Nan University (May 6-8)		AUAP-WURI Impact Summit: Bangkok, Thailand (July 9-10)			Deggendorf, Germany Deggendorf IT (Sep 23-25)	Manila, Philippines University of Makati (Nov 18-20)
2027	Cairo, Egypt Badr University of Cairo (May 5-7)	Brunei Brunei–WURI 196 Education Ministers' Summit (August)	Thailand WURI-AUAP University Innovation Summit	Indonesia U of Indonesia & Asia Cyber U (July)	Bangladesh American Int'l U of Bangladesh (Dec)	San Francisco, USA Minerva University (Sep 22-24)	Bangalore, India Christ University (Nov 17-19)
2028	Sao Paulo, Brazil, Inteli (May)	Abu Dhabi, UAE. BURJEEL & UAE univerties, (July)				Quito, Ecuador, UIDE (Sep 20-22)	Maloros City, Philippines Balacan State U
2029	Seoul, Korea, aSSIST University (May						

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7. WURI for AI Education

Creating a Global Network of AI Education

through Doctoral & Master's Degree Programs in AI

A Global Initiative for the WURI Community

Professor Dr. In Seok Kang (Caltech)
Provost & Chief Academic Officer · AUCI | iskang.auci@gmail.com

Professor Dr. Dong-Sung Cho (Harvard Business School)
Founding Chair · WURI Foundation | dscho123@gmail.com, top100@wuri.world
Professor Emeritus · Seoul National University | dscho@snu.ac.kr

AI as the Future of How We Renew Universities

- AI redefine not only how universities are ranked, but **why they exist.** I will explain “the reason why” this afternoon.
- AI transforms the WURI from a straightforward ranking system into a **philosophy of transformation.**
- Two Worlds of **AI Divide** between Global North and Global South.

AI as the Future of How We Renew Universities

- WURI invites every university and every professor to join the Global Network of AI Education through Doctoral and Master's Degree Program in AI

- Three Invitations to WURI Network of AI

  A. University Presidents

  B. AI-Major Professors

  C. Non AI-Major Professors

Two worlds of AI education: AI Divide

Where AI is created

- A small number of universities
- Scholars who define the field
- Rooms like this one

The bridge

Where AI is needed

- Universities across the Global South
- Fast-rising student demand
- Not many current faculty members trained in AI

Professor Dong-Sung Cho · Email: dscho123@gmail.com · Mobile: 82-10-8133-8888 · WWW.WURI.WORLD · 9 November 2026

A Lesson from Helsinki, 1986

Professor Veikko Jääskeläinen built an International MBA at the Helsinki School of Economics with four simple steps:

01

21 modules

of 3 weeks each, about 1.5 years in total

02

21 courses

covering a standard MBA

03

Top 10 professors

identified worldwide for each course

04

A Helsinki condo

3 weeks, all costs covered, one course taught

2026: the same idea, but the classroom comes to you. Record one course at home, and teach 400~1,000 future AI professors worldwide. (Come and use a SEOUL condo, if you want!)

Professor Dong-Sung Cho · Email: dscho123@gmail.com · Mobile: 82-10-8133-8888 · WWW.WURI.WORLD · 9 November 2026

Why AUCI? Bridging Four Divides

AUCI is a U.S. university founded to bridge the four divides that keep AI education out of reach for much of the world.

01

Bridging Income divide

Tuition calibrated to each region, with scholarships for partner faculty.

02

Bridging Ranking divide

Through WURI, universities of every rank can join the network as equal partners.

03

Bridging Knowledge divide

Lectures by the world's leading scholars reach every partner campus online.

04

Bridging AI divide

AI professors will be trained where AI is needed most, so each country can build its own capacity.

Professor Dong-Sung Cho · Email: dscho123@gmail.com · Mobile: 82-10-8133-8888 · WWW.WURI.WORLD · 9 November 2026

AI as Three Pronged Architecture

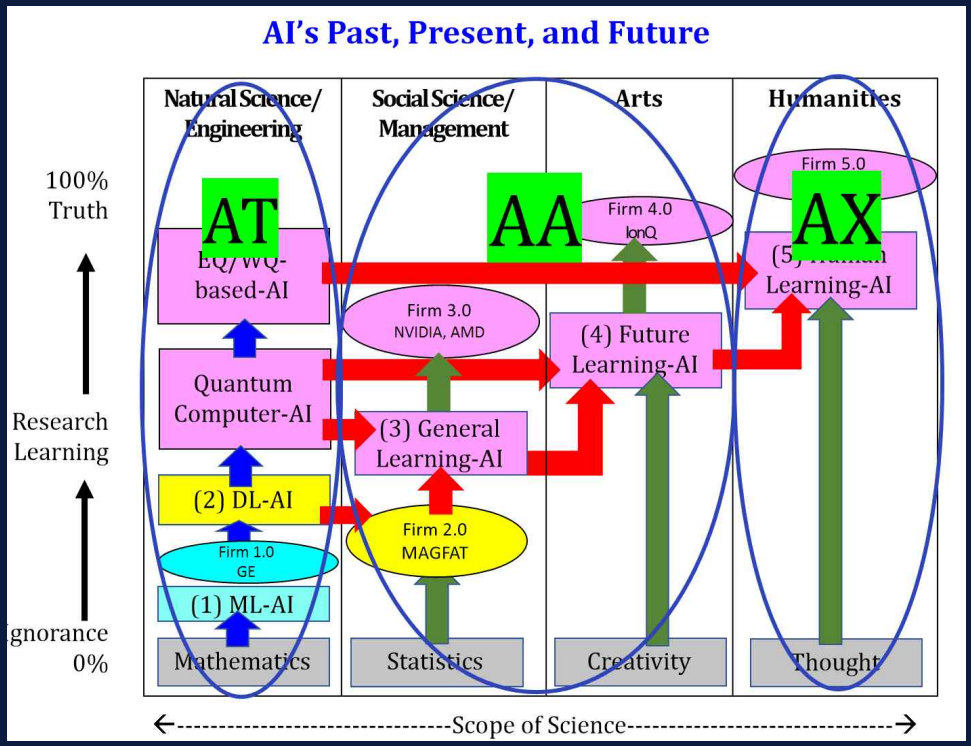
Built on three epicentres

AT AI Technology · USA

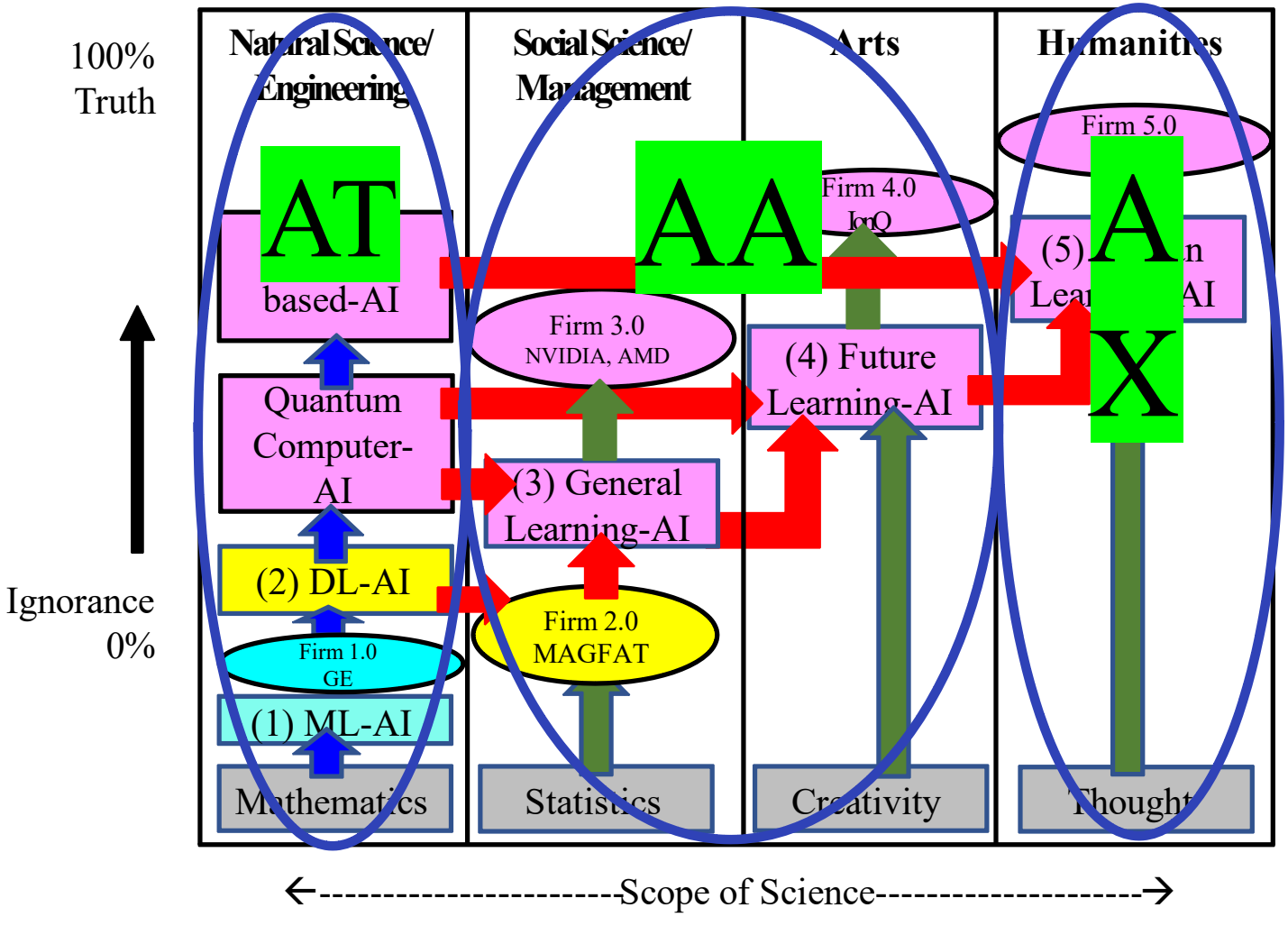
AA AI Application · China

AX AI Transformation · Finland/Korea

Agora-style debate · Publication-based dissertation



AI's Past, Present, and Future



The curriculum: 24 courses and 72 credits offered

	AT AI Technology	AA AI Application	AX AI Transformation	Research Methods
Term 1 12 cr May–Aug 2027	**Big Data Analytics & Machine Learning**	AI-Applied Education and Management	Global Leadership in the AI Era	Intro to Research Methods & Model Building
Term 2 12 cr Sep–Dec 2027	**AI Foundations & Deep Learning**	AI-Applied Creative Industries, Media, Law & Public Governance	SER-M Framework & Mechanism-Based View	Qualitative Analysis & Case Writing
Term 3 12 cr Jan–Apr 2028	**Generative AI & Large Language Models**	AI-Applied Finance, Healthcare, and Industry	AI Transformation: firms, universities, government, & nation	Regression & Multivariate Analysis
Term 4 12 cr May–Aug 2028	**AI Agents & RAG Systems**	Seminar: AI-Applied Global Marketing	AI Governance, Ethics & Global Sustainability	Advanced Statistics
Term 5 12 cr Sep–Dec 2028	**AI Systems Engineering & MLOps**	Seminar: AI-Applied Global Business Strategy	Innovation and Technology Management in the AI Era	Advanced Research Methodology: Scenario Planning
Term 6 15 cr Jan–Apr 2029	Distinguished Professor Seminar (AT)	Distinguished Professor Seminar (AA)	Distinguished Professor Seminar (AX)	Dissertation Seminar + Supervision

4 semesters + 2 summer terms (Terms 1 & 4) · each course = 24 h video + 21 h guided study
Distinguished Professor Seminar encourages Agora-style debate.

Professor Dong-Sung Cho · Email: dscho123@gmail.com · Mobile: 82-10-8133-8888 · WWW.WURI.WORLD · 9 November 2026

Two Degree programs, Three Certificate programs

DBA-AI 2 years
Doctor of Business Administration in Business and Technology with a Focus on AI

MS-AI 1 year
Master of Science Degree with the First-Year Doctoral Program

Certificate Non-degree
Certificate Program on AT, AA, or AX

	AT AI Technology	AA AI Application	AX AI Transformation	Research Methods
Term 1 12 cr May–Aug 2027	Big Data Analytics & Machine Learning	AI-Applied Education and Management	Global Leadership in the AI Era	Intro to Research Methods & Model Building
Term 2 12 cr Sep–Dec 2027	AI Foundations & Deep Learning	AI-Applied Creative Industries, Media, Law & Public Governance	SEE-M Framework & Mechanism-Based View	Qualitative Analysis & Case Writing
Term 3 12 cr Jan–Apr 2028	Generative AI & Large Language Models	AI-Applied Finance, Healthcare, and Industry	AI Transformation	Regression & Multivariate Analysis
Term 4 12 cr May–Aug 2028	AI Agents & RAG Systems	Seminar: AI-Applied Global Marketing	AI Governance, Ethics & Global Sustainability	Advanced Statistics
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Term 6 15 cr Jan–Apr 2029	Distinguished Professor Seminar (AT)	Distinguished Professor Seminar (AA)	Distinguished Professor Seminar (AX)	Dissertation Seminar + Supervision (6 cr)

Doctoral students choose 20 courses with 60 credits out of total 24 courses. Dissertation Seminar is the only compulsory course.
Master students choose 10 courses with 30 credits in the first year doctoral program.
Each Certificate program in AT, AA, and AX is composed of 6 courses in AT, AA, and AX respectively.

Three Invitations to WURI Network of AI

Each group plays a different role. Together they create the network.

01

University presidents

in the Global South, without an AI department

Open an AI department

Nominate 4~10 faculty members; in two years they can open your AI department.

02

AI professors

leading scholars, like many in this room

Teach one of 24 courses

Record 24 hours, and reach 400~1,000 future AI professors.

03

Non-AI professors

from any AI-applied field

Become an AI professor

Earn an AI doctorate in 24 months, fully online.

Professor Dong-Sung Cho · Email: dscho123@gmail.com · Mobile: 82-10-8133-8888 · WWW.WURI.WORLD · 9 November 2026

Dear University Presidents, Open an AI Department!

100

partner universities

recruited through the WURI Ranking network

×

4~10

junior professors each

in all AI-applied fields including humanities, social and natural sciences, and management

=

400~1,000

future AI professors

earning an AI doctorate together

Choose 4~10 faculty members and send them to this doctoral program starting in May 2027.

You may start the AI department as soon as May 2027 with the degrees conferred jointly with AUCI, and later by your university alone when your faculty members have the AI doctorate degrees.

Professor Dong-Sung Cho · Email: dscho123@gmail.com · Mobile: 82-10-8133-8888 · WWW.WURI.WORLD · 9 November 2026

Dear AI Professors, Teach One of the 24 Courses!

What we ask

Record 24 hours of lectures
at home or in your office, at your own pace

Guide 21 hours of study
what to read, practise and review

No hassle
no travel, grading or administration

What you gain

400~1,000 future AI professors in 100 partner universities across 50 countries, reached by one recording

Founding Distinguished Faculty
alongside the other founding members

No cap on your compensation
Your income is not fixed: once your lectures are recorded, compensation continues as new cohorts enrol

Professor Dong-Sung Cho · Email: dscho123@gmail.com · Mobile: 82-10-8133-8888 · WWW.WURI.WORLD · 9 November 2026

Dear Non-AI Professors, Become an AI Professor!

Six AT courses prepare you, from any AI-applied field, to start an AI-applied course at your own university.

1	2	3	4	5	6
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Big Data Analytics & Machine Learning	**AI Foundations & Deep Learning**	**Generative AI & Large Language Models**	**AI Agents & RAG Systems**	**AI Systems Engineering & MLOps**	**Distinguished Professor Seminar (AT)**

Four quantitative courses build your research foundation:

Term 1	Introduction to Research Methods & Model Building
Term 3	Regression & Multivariate Analysis
Term 4	Advanced Statistics
Term 5	Advanced Research Methodology: Scenario Planning

All 20

courses give you a balanced foundation in AI technology, application and transformation, deepened by the Distinguished Professor Seminars.

Professor Dong-Sung Cho · Email: dscho123@gmail.com · Mobile: 82-10-8133-8888 · WWW.WURI.WORLD · 9 November 2026

WURI's Commitment

To every university president, professor as teacher, and professor wanting become an AI professor, WURI Foundation will:



Welcome you
and introduce you to the partner universities, professors, and students with whom you will become friends.



Mobilize the WURI network
so that the most promising university, professor, and young faculty enter your classroom.



Carry your lectures
to every partner country, with translation and local support.



Serve, not lead
and uphold WURI's integrity and humility.

Professor Dong-Sung Cho · Email: dscho123@gmail.com · Mobile: 82-10-8133-8888 · WWW.WURI.WORLD · 9 November 2026

Please join us

Three ways to join the network

1. **Presidents**
   nominate 4~10 faculty for May 2027
2. **AI professors**
   propose one of 24 courses to teach
3. **Non-AI professors**
   apply to the DBA-AI program

Professor Dr. In Seok Kang (Caltech)
Provost & Chief Academic Officer · AUCI | iskang.auci@gmail.com

Professor Dr. Dong-Sung Cho (Harvard Business School)
Founding Chair · WURI Foundation | dscho123@gmail.com, top100@wuri.world
Professor Emeritus · Seoul National University | dscho@snu.ac.kr

Thank you

Thank You!