Trilogy III
Innovations in 2027 WURI Rankings

University Rankings Forum for Knowledge Sharing-International 2026 (URFK-I-26)

University of Makati, Manila, Philippines

2026. 11. 20

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Trilogy

Trilogy I. Nov. 18, 9:30 AM---Opening Remarks
From WURI Rankings to WURI Research

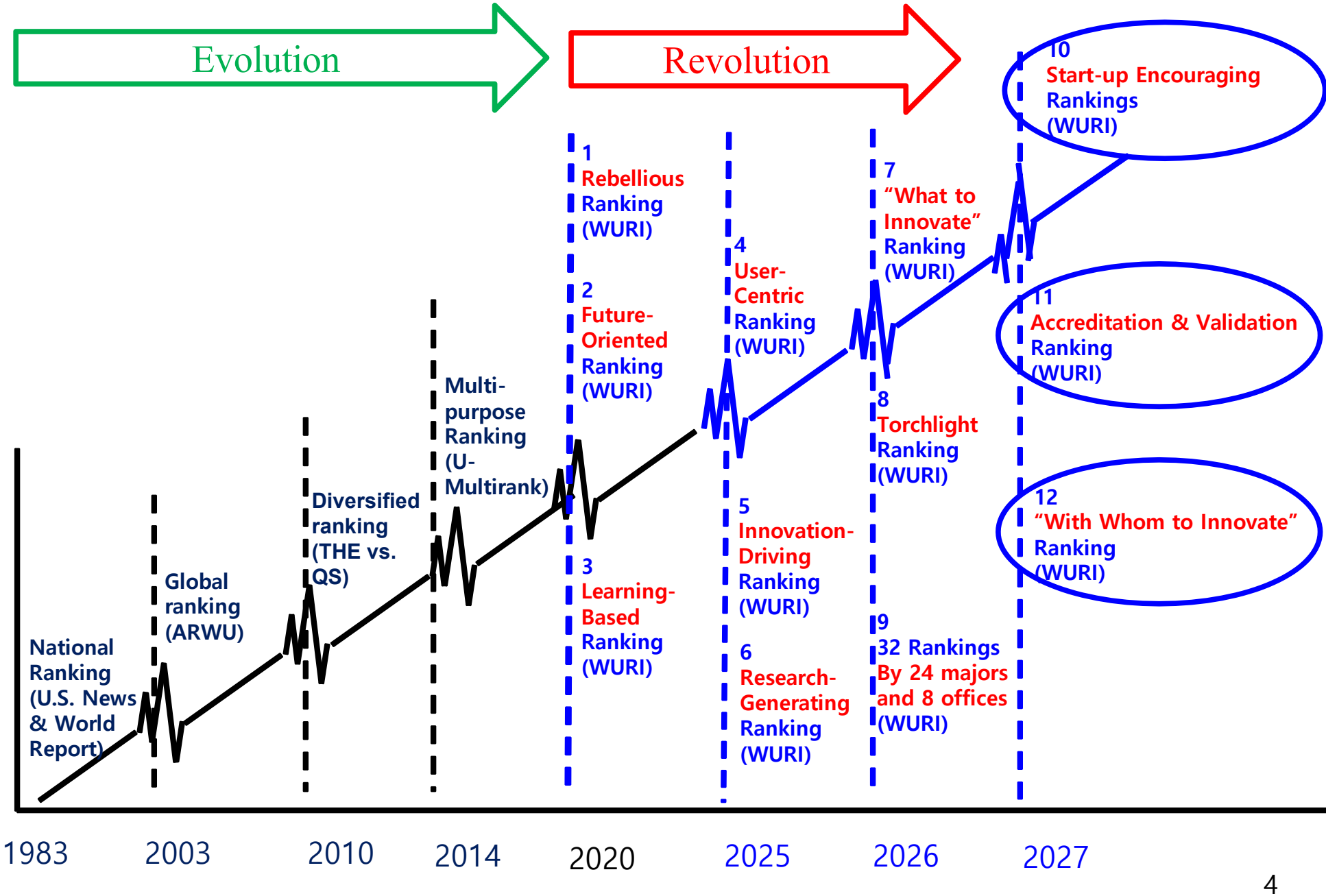
Trilogy II. Nov. 19, 9:15 AM---Paper Presentation on "Future-Ready Education"
From Innovation-Based Evaluation to AI-Enhanced Transformation

Trilogy III. Nov. 20, 10:00 AM---URFK-I-26
Innovations in 2027 WURI Rankings
(Review of AI Education by WURI for AI-Enhanced Transformation)

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

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)

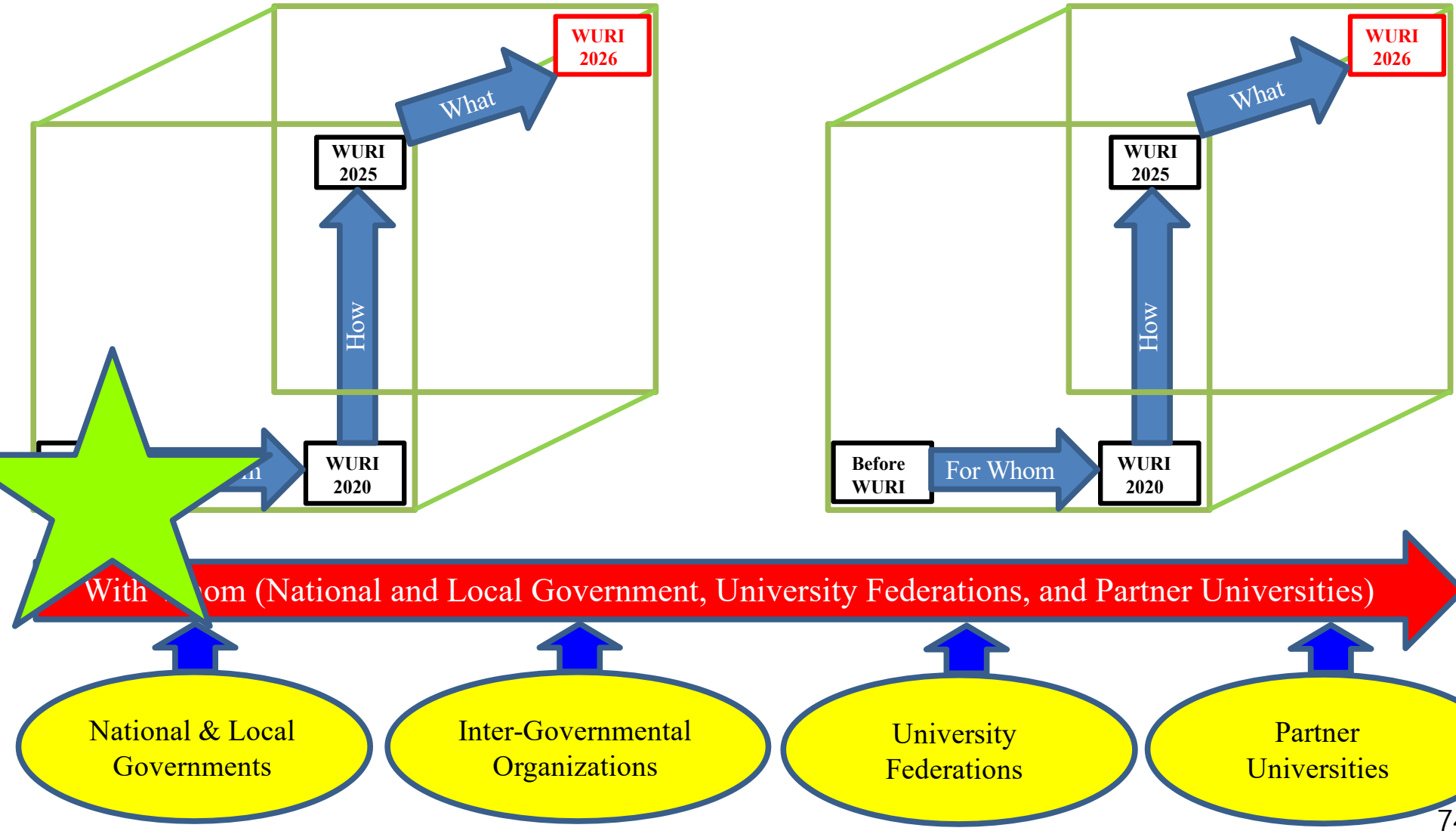
1. Adding the third axis of "What to Innovate"→ 3 axes with 24 categories
2. In search of representative research projects (C1)→ Torchlight effect
3. Decentralized ranking→ Rankings by 8 Offices and 24 Majors

(2027)

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

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

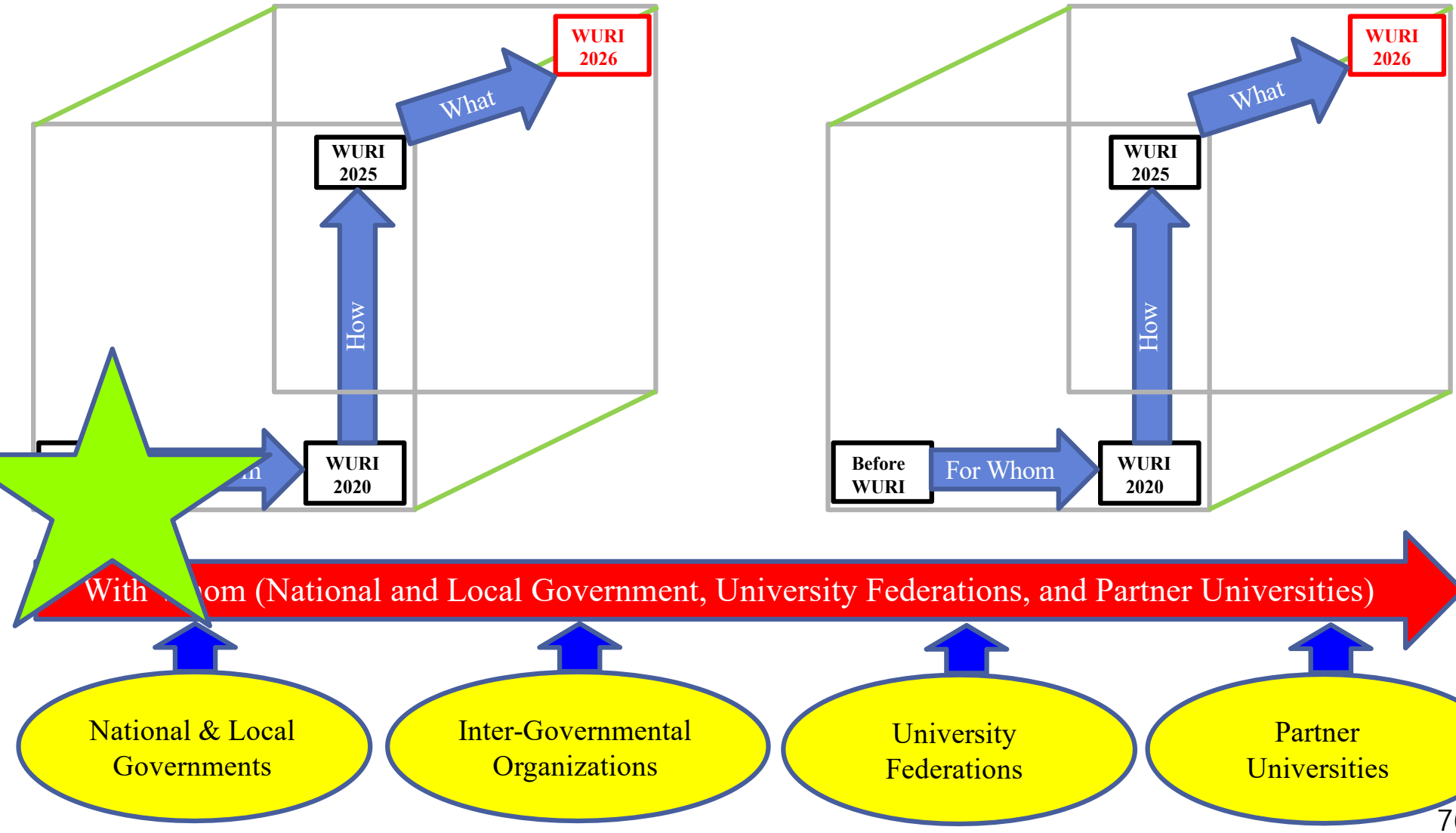
(Goal-oriented Innovation)

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

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

For Whom → How → What → With Whom to Innovate

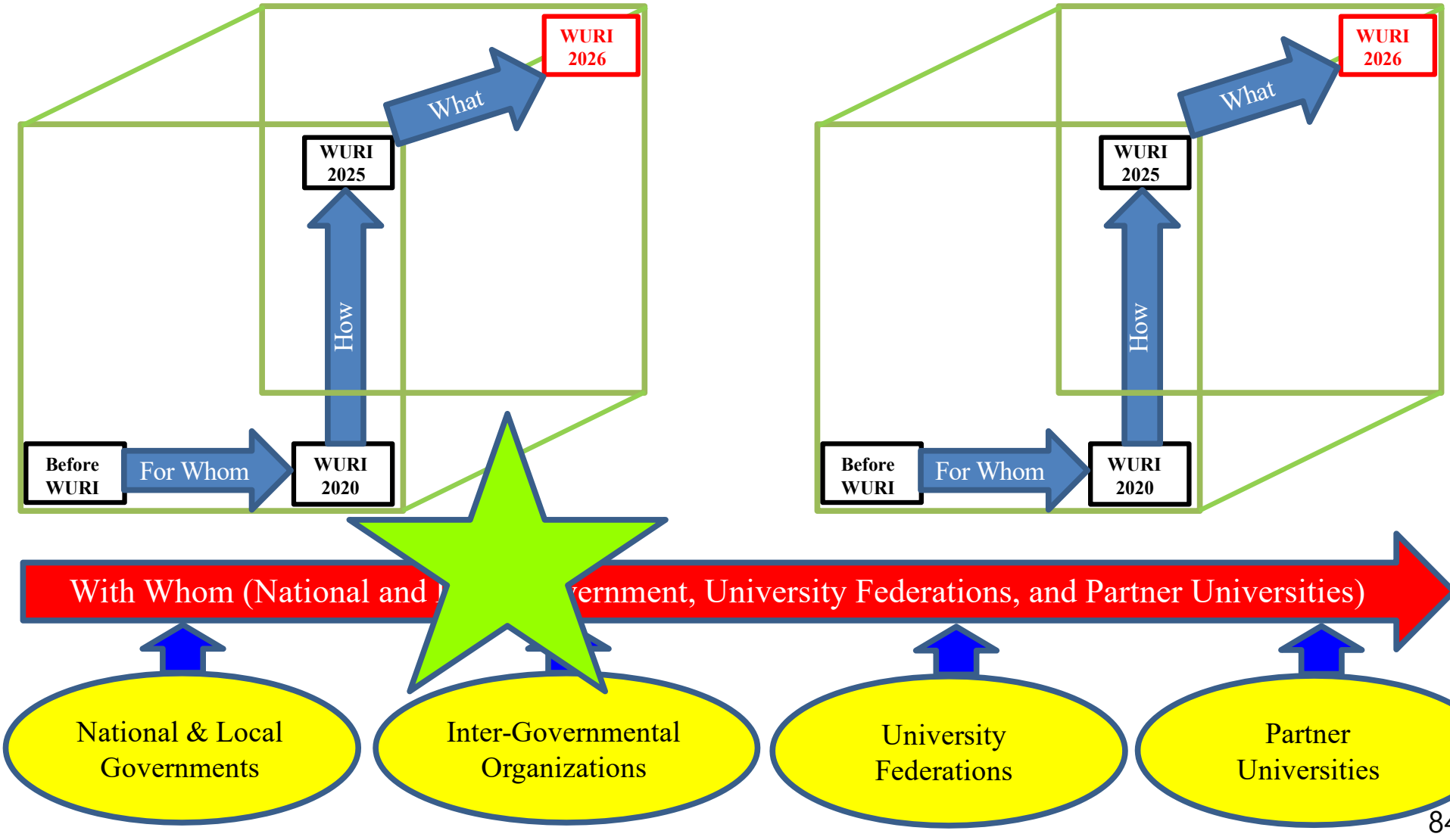
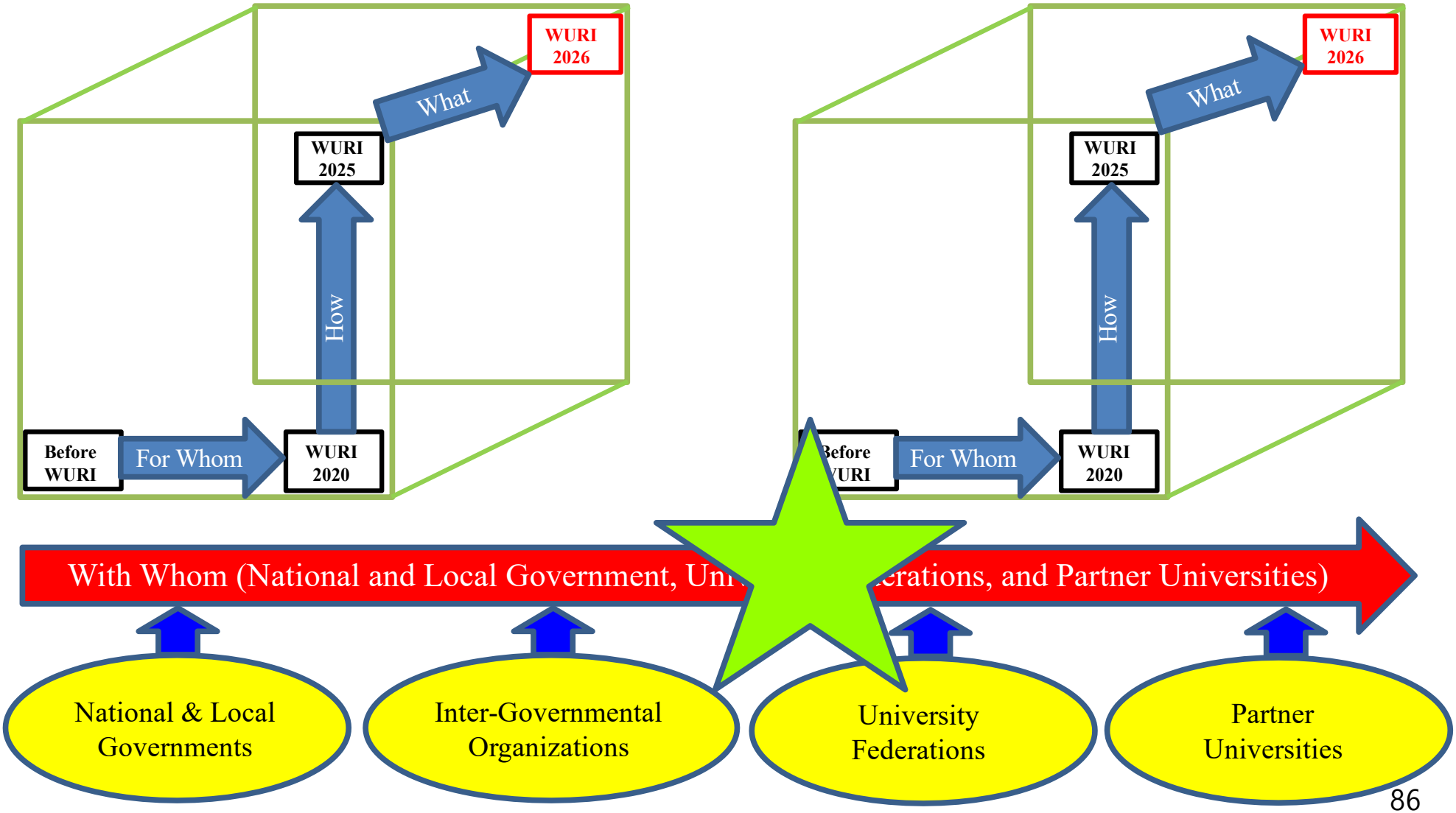


Table 9: Planned training beneficiary by strategic objective

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?"

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HLU-set objectives of HLU's member universities

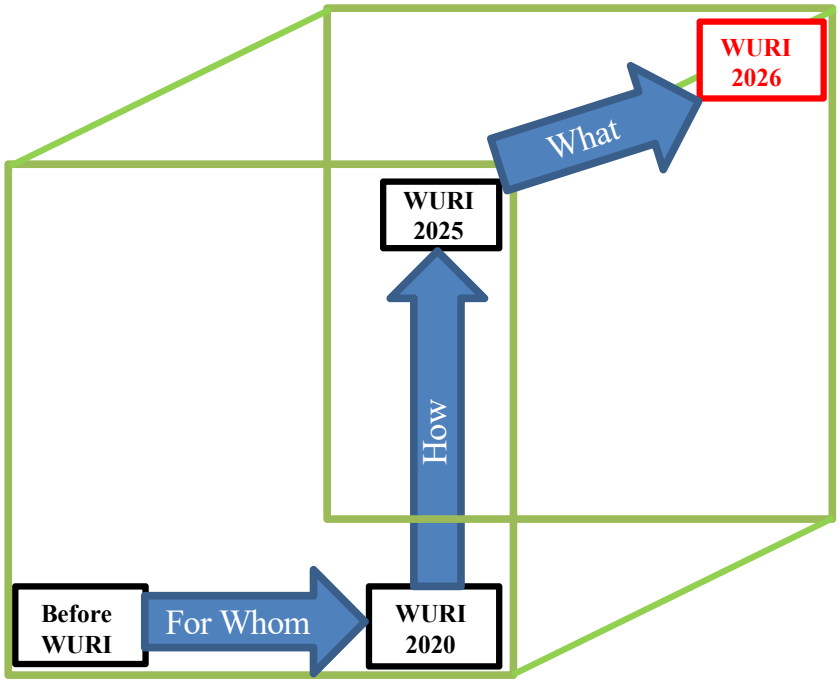
1) **Knowledge Sharing:** To promote sharing and exchanging useful and worthwhile information, publications, and materials encourage the shared values of HLU members.
2) **Academic Convening:** To arrange for conferences, seminars, workshops, consultation, lectures, and programs of similar nature among 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.

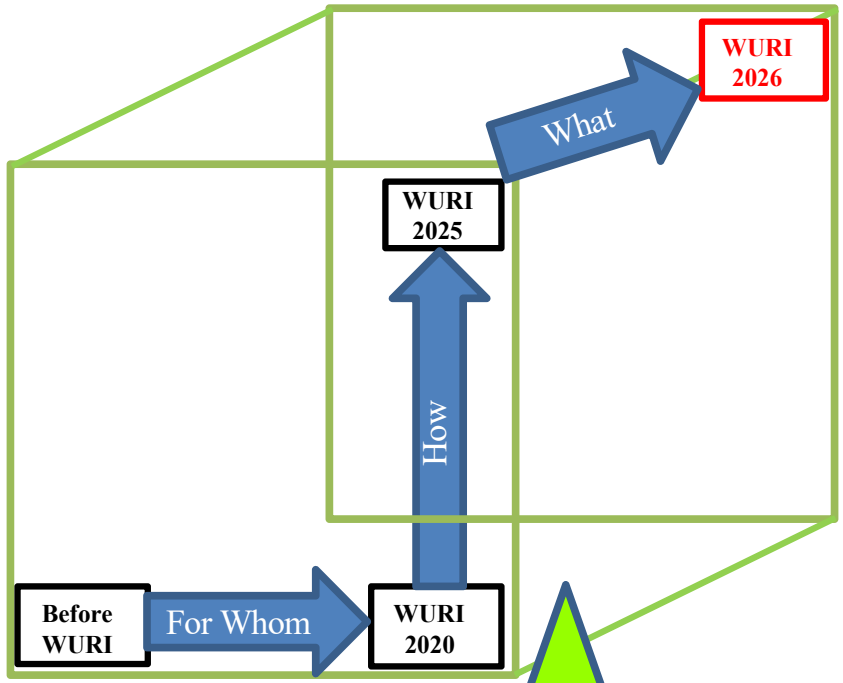
AUAP-set objectives of AUAP's member universities

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.

COMMISSION ON HIGHER EDUCATION
CENTRAL OFFICE RECORDS SECTION
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Administrative Officer V

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
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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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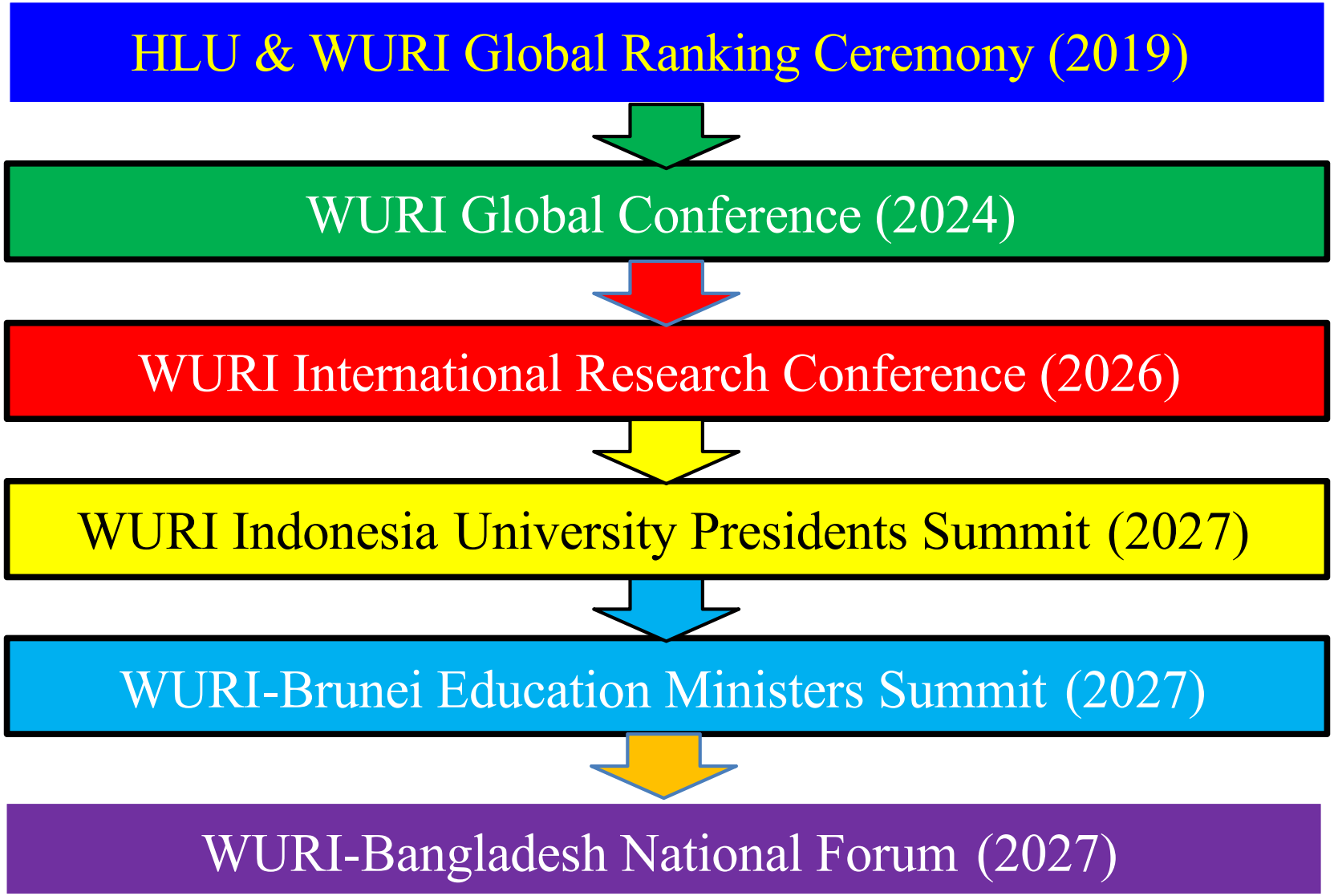
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Host Universities for WURI-related Events

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						

Expansion of the HLU into WURI Meetings



WIRC-2027 at Christ University

Track 1. Torchlight Research (C1: Representative Research)

Track 2. General Innovation Research

Track	Focus	Presentation unit
Track 1 — TORCHLIGHT RESEARCH	One university-wide grand theme studied by four or more academic departments	Institutional research team
Track 2 — General Innovation Research	Research on innovation, education, university transformation and related topics	Individual scholar or research team

Examples of Torchlight Research

1. MIT: The Manhattan Project

2. Stanford: Design Thinking

3. Incheon National University's BIO initiative in 2018:

INU adopted BIO as a unifying institutional research focus, extending far beyond biological sciences.

- Law Department: Bio-related legal issues (Korean FDA)
- Business: Bio industry, Pharmaceutical industry, Food industry, Health industry, etc
- Korean Literature: Fables of a frog-turned prince, a nail-eating mouse becoming a husband, etc
- History: Series of pandemics in the history of Yi Dynasty in the 16th through 19th Century
- Movie: Viruses in the movies of Drakula and zombies

INU held annual Global Bio Convergence Conferences where non-bio professors presented papers to bio professors as audience, thereby effectively becoming
Incheon National Bio University.

▪ 10 | Provisional timeline

Period	Milestone
Early December 2026	Preliminary Call for Papers sent to university presidents, introducing WIRC 2027 and Track 1 based on WURI C1 Representative Research Project (TORCHLIGHT RESEARCH) requirements.
Late December 2026	MOU signing between WURI and CHRIST University (by December 31, 2026).
January 2027	Official Call for Papers sent to university presidents generally, with targeted invitations to presidents of universities that submitted C1 cases. Universities without earlier C1 submissions may also develop an eligible new research project for WIRC 2027.
May 6, 2027	WURI ranking announcement.
June 30, 2027	Research paper submissions for Tracks 1 and 2.
July–September 2027	Peer review, feedback and revisions.
Late September 2027	Preliminary selection, registration and travel arrangements.
Early October 2027	Formal invitations and program confirmation.
17–19 November 2027	WIRC 2027 at CHRIST University.