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**“GLOBAL RAQAMLI INTEGRATSIYALASHUV:
2030-YILGACHA YASHIL IQTISODIYOTGA O'TISHDA
TEXNOLOGIK VA INDUSTRIAL SANOATNI RIVOJLANTIRISH
ORQALI MIKRO VA MAKROIQTISODIY BARQAROR
O'SISHNI TA'MINLASH DOLZARBLIGI”**

**“GLOBAL DIGITAL INTEGRATION: THE RELEVANCE OF
ENSURING MICRO AND MACROECONOMIC SUSTAINABLE
GROWTH THROUGH TECHNOLOGICAL AND INDUSTRIAL
DEVELOPMENT IN THE TRANSITION TO A GREEN
ECONOMY BY 2030”**

**«ГЛОБАЛЬНАЯ ЦИФРОВАЯ ИНТЕГРАЦИЯ:
АКТУАЛЬНОСТЬ ОБЕСПЕЧЕНИЯ УСТОЙЧИВОГО
МИКРО- И МАКРОЭКОНОМИЧЕСКОГО РОСТА ЧЕРЕЗ
РАЗВИТИЕ ТЕХНОЛОГИЧЕСКОЙ И ИНДУСТРИАЛЬНОЙ
ПРОМЫШЛЕННОСТИ В ПЕРЕХОДЕ К ЗЕЛЁНОЙ
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- 05.01.00 – Axborot texnologiyalari, boshqaruv va kompyuter grafikasi
- 05.01.01 – Muhandislik geometriyasi va kompyuter grafikasi. Audio va video texnologiyalari
- 05.01.02 – Tizimli tahlil, boshqaruv va axborotni qayta ishlash
- 05.01.03 – Informatikaning nazariy asoslari
- 05.01.04 – Hisoblash mashinalari, majmualari va kompyuter tarmoqlarining matematik va dasturiy ta'minoti
- 05.01.05 – Axborotlarni himoyalash usullari va tizimlari. Axborot xavfsizligi
- 05.01.06 – Hisoblash texnikasi va boshqaruv tizimlarining elementlari va qurilmalari
- 05.01.07 – Matematik modellash
- 05.01.11 – Raqamli texnologiyalar va sun'iy intellekt
- 05.02.00 – Mashinasozlik va mashinashunoslik
- 05.02.08 – Yer usti majmualari va uchish apparatlari
- 05.03.02 – Metrologiya va metrologiya ta'minoti
- 05.04.01 – Telekommunikatsiya va kompyuter tizimlari, telekommunikatsiya tarmoqlari va qurilmalari. Axborotlarni taqsimlash
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- 05.05.06 – Qayta tiklanadigan energiya turlari asosidagi energiya qurilmalari
- 05.06.01 – To'qimachilik va yengil sanoat ishlab chiqarishlari materialshunosligi
- 05.08.03 – Temir yo'l transportini ishlatish
- 05.09.01 – Qurilish konstruksiyalari, bino va inshootlar
- 05.09.04 – Suv ta'minoti. Kanalizatsiya. Suv havzalarini muhofazalovchi qurilish tizimlari
- 10.00.06 – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va tarjimashunoslik
- 10.00.04 – Yevropa, Amerika va Avstraliya xalqlari tili va adabiyoti
- 08.00.01 – Iqtisodiyot nazariyasi
- 08.00.02 – Makroiqtisodiyot
- 08.00.03 – Sanoat iqtisodiyoti
- 08.00.04 – Qishloq xo'jaligi iqtisodiyoti
- 08.00.05 – Xizmat ko'rsatish tarmoqlari iqtisodiyoti
- 08.00.06 – Ekonometrika va statistika
- 08.00.07 – Moliya, pul muomalasi va kredit
- 08.00.08 – Buxgalteriya hisobi, iqtisodiy tahlil va audit
- 08.00.09 – Jahon iqtisodiyoti
- 08.00.10 – Demografiya. Mehnat iqtisodiyoti
- 08.00.11 – Marketing
- 08.00.12 – Mintaqaviy iqtisodiyot
- 08.00.13 – Menejment
- 08.00.14 – Iqtisodiyotda axborot tizimlari va texnologiyalari
- 08.00.15 – Tadbirkorlik va kichik biznes iqtisodiyoti
- 08.00.16 – Raqamli iqtisodiyot va xalqaro raqamli integratsiya
- 08.00.17 – Turizm va mehmonxona faoliyati

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ASSESSING UNIVERSITY DIGITAL MATURITY AS A DRIVER OF INTERNATIONAL COMPETITIVENESS: IMPROVING THE EVALUATION MECHANISM

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Abstract. This paper argues that a university's position in international rankings is determined less by the quality of its academic work than by its capacity to document that work digitally. The proposition is examined through the case of the National University of Uzbekistan, whose positions across four international ranking systems in 2025–2026 diverge by more than 600 places. The dispersion is mapped against the evidence channel each ranking relies on — reputation survey, self-reported institutional data, or bibliometric extraction — and a six-dimension University Digital Maturity Index is proposed as a diagnostic instrument. The analysis shows that the university performs strongest where evidence is collected externally and weakest where it must be supplied from its own systems. Five mechanisms for improving the national evaluation framework are formulated.

Keywords: digital maturity, higher education, university competitiveness, QS World University Rankings, Times Higher Education, ranking dispersion, research data management, institutional data, HEMIS, Uzbekistan.

STATEMENT OF THE PROBLEM

International university rankings are, in operational terms, data systems. A ranking agency does not observe teaching or research directly; it observes what an institution is able to report about itself, what bibliographic databases have captured, and what other academics recall when surveyed. Each of these channels places a different demand on the university's internal information architecture. Reputation surveys require an established academic network but almost no internal data. Bibliometric indicators require that publications, affiliations and author identifiers be recorded consistently over years. Institutional indicators — staff-to-student ratio, international faculty share, income per academic — require that administrative records be complete, reconciled and submitted on schedule. A university may therefore score well on one channel and poorly on another without any underlying change in academic quality. That gap is a measurable signature of digital maturity.

The policy context in Uzbekistan makes this diagnosis timely. Presidential Decree No. PF-6079 of 5 October 2020, which approved the Digital Uzbekistan — 2030 Strategy, sets the task of creating a system for automating educational management and conducting comprehensive analysis through modern information and communication technologies. Presidential Decree No. PF-5847 of 8 October 2019, approving the Concept for the Development of the Higher Education System until 2030, sets the target of raising higher education enrolment above 50 per cent and of placing national universities in the QS World University Rankings top 1000, with the National University of Uzbekistan and Samarkand State University targeted for the top 500. At system level the infrastructure now exists: the HEMIS higher education management information system operates in more than 226 institutions and covers over one million users, and the Ministry of Higher Education, Science and Innovation scored 93.83 points in the national digital transformation rating, placing first among ministries. Uzbekistan currently has 211 higher education institutions and an enrolment rate of 43 per cent, and seven of its universities entered the QS World University Rankings 2026.

METHODOLOGY

The study uses a single-case diagnostic design. The unit of analysis is the National University of Uzbekistan, founded in 1918, which in the 2025/26 academic year enrolled 31,543 students (29,327 undergraduate and 2,216 postgraduate), employed 1,561 academic staff, and operated 17 faculties and 85 departments. According to aggregated ranking data the university appears in sixteen international ranking systems, which makes it the most extensively ranked institution in the country and therefore the most suitable case for a dispersion analysis.

Two analytical steps are applied. First, the university's positions across ranking systems are compared and each ranking is classified by its predominant evidence channel: reputational survey, institution-supplied data, or externally extracted bibliometric data. Second, each channel is mapped onto the corresponding dimension of a proposed University Digital Maturity Index (UDMI), which comprises six dimensions: D1 digital strategy and leadership (weight 0.17); D2 digital infrastructure and information systems (0.19); D3 digitalisation of the educational process (0.20); D4 research data and publication management (0.18); D5 digital competence of staff and students (0.15); D6 information security and digital governance (0.11). Indicators are normalised to a 0–100 scale and aggregated as $UDMI = \sum (w_i \times S_i)$, with weights derived by the Delphi technique combined with the analytic hierarchy process.

RESULTS

Table 1.

Positions of the National University of Uzbekistan across international ranking systems (2025–2026) and their evidence channels

No.	Ranking system / edition	Position	Change vs. previous edition	Predominant evidence channel	UDMI dimension most engaged
1	QS World University Rankings 2026	721–730	up from 781–790 (2025)	Reputational survey (academic and employer)	D1 — strategy and leadership
2	RUR World University Rankings 2025	772	—	Mixed: survey plus institutional data	D2 — infrastructure and systems
3	THE World University Rankings 2026	1201+	—	Institution-supplied data plus bibliometrics	D4 — research data management
4	Nature Index, Health Sciences 2025	1407	—	Externally extracted bibliometrics	D4 — research data management

Source: compiled by the author from published ranking results; the last two columns represent the author's analytical classification.

The pattern in Table 1 is systematic rather than random. The university's best result — 721–730 in QS 2026, an improvement of some sixty places on the previous edition — comes from the ranking in which reputational survey responses carry the greatest combined weight. Its weakest results come from the two systems that depend on publication records and institutionally supplied returns. The spread between the QS position and the THE position exceeds 470 places, and the gap to the Nature Index subject position is wider still. Since the same academic staff, the same laboratories and the same publications underlie all four assessments, the divergence cannot be explained by academic quality. It is explained by the differing demands each system places on the university's internal data.

Read against the UDMI dimensions, this yields a clear diagnosis. Dimension D1 — strategy and leadership — is comparatively strong: the university has built the international academic network that reputation surveys capture, and it has improved its QS position accordingly. Dimension D4 — research data and publication management — is the binding constraint. An institution with 1,561 academic staff and sixteen ranking listings generates a substantial publication output, but if author affiliations are recorded inconsistently, if ORCID and Scopus profiles are maintained individually rather than centrally, and if there is no institutional repository harvesting outputs, a significant share of that output is either not attributed to the university or not counted at all. Citations per faculty is among the most heavily weighted single indicators in QS methodology, so a weakness in D4 suppresses performance in the very ranking where the university otherwise performs best.

Dimension D3 — digitalisation of the educational process — deserves separate comment. With 31,543 students across 17 faculties and 85 departments, HEMIS provides administrative coverage of enrolment, assessment and graduation. It was designed, however, as a bridge between the institution and the ministry rather than as an analytical instrument. Learning data accumulate but are not returned to programme committees as evidence for curriculum revision. In ranking terms this is invisible in the short run; in competitive terms it determines graduate employability, which feeds the employer reputation indicator over a longer horizon.

CONCLUSIONS AND RECOMMENDATIONS

The case supports the proposition that ranking position reflects a university's capacity to evidence its quality digitally



rather than the quality itself, and that dispersion across ranking systems is a usable diagnostic of where digital maturity is deficient. Five mechanisms follow.

First, ranking dispersion should be adopted as a formal diagnostic indicator: where an institution's positions across systems differ by more than a defined threshold, the gap should trigger a targeted digital maturity audit rather than a general appeal for more investment. Second, a centralised institutional research information system should be established, with mandatory ORCID registration for all academic staff, unified affiliation naming, and automated harvesting of outputs into an open repository integrated with Scopus and Web of Science profiles. Third, a single institutional data warehouse aligned with the reporting requirements of QS, THE and the national rating should be created and integrated with HEMIS, so that every external submission draws on one verified source. Fourth, HEMIS should be extended with a learning analytics module that returns cohort performance data to programme committees on a defined cycle, converting an administrative system into a management instrument. Fifth, annual UDMI self-assessment should be introduced across all higher education institutions, with state support for digitalisation allocated against the identified maturity gap rather than against the volume of equipment procured.

The limitation of a single-case design should be acknowledged: the mapping between evidence channels and maturity dimensions is analytical rather than statistically estimated, and confirming it would require UDMI scores and ranking indicator scores for a panel of institutions across several years. Extending the analysis to the seven Uzbek universities now present in the QS rankings would provide that panel.

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