

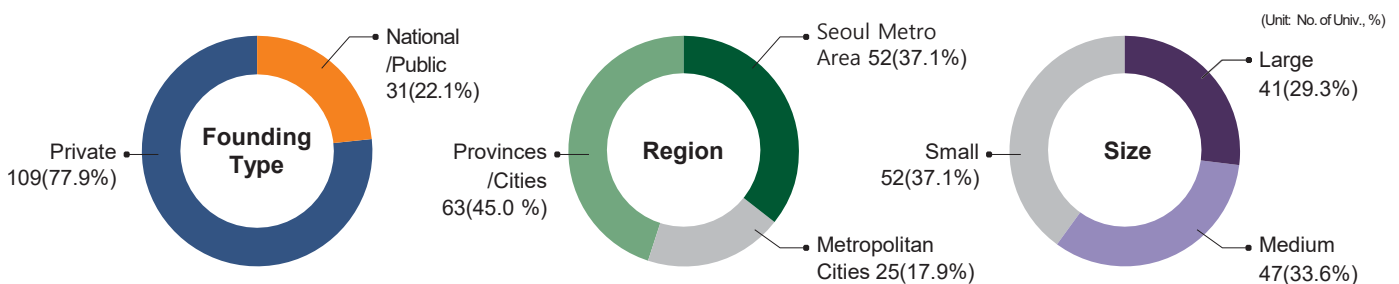
2026 KCUE survey of University Presidents(I)

Key Tasks for Strengthening University Competitiveness: Generative AI, Faculty, and University Internationalization

I. Survey Overview

- **Purpose:** Gathering university presidents' opinions on educational issues to provide foundational data for policy recommendations.
- **Period:** January 7 (Wed) – February 6 (Fri), 2026
- **Method:** Web-based survey via official electronic documents and email
- **Respondents & Response Rate:** 140 out of 192 member universities* (72.9%)

* Excludes 5 special institutions (Military/Naval/Air Force/Nursing academies, Police University) due to survey characteristics.

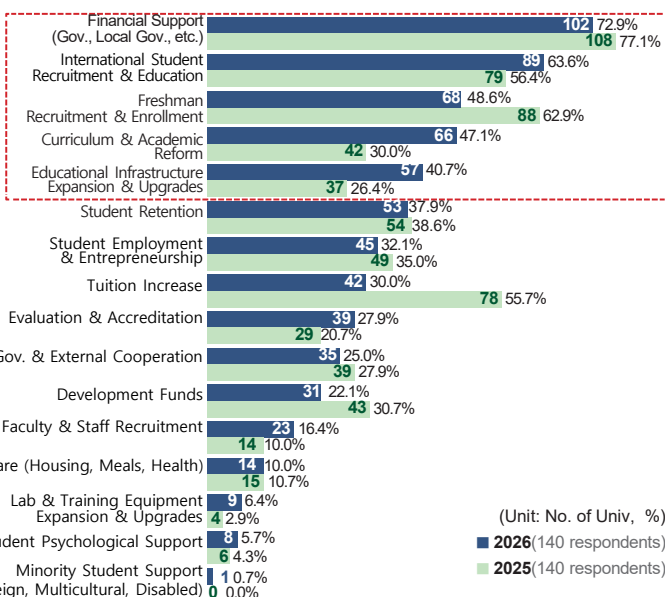


[Picture 1] Characteristics of Responding Universities

II. Priority Areas of Interest for University Presidents (Top 5 - Multiple Responses)

- (Overall) 'Financial Support (Gov. & Local Gov.)' ranked 1st at 72.9% (102), followed by 'International Student Recruitment & Education' at 63.6% (89), 'Freshman Recruitment & Enrollment' at 48.6% (68), 'Curriculum & Academic Reform' at 47.1% (66), and 'Expansion & Improvement of Educational Facilities' at 40.7% (57).
- Compared to last year, 'Financial Support' remained 1st, though its response rate slightly decreased (Δ 4.2%p). 'International Recruitment & Education' rose by 7.2%p YoY, maintaining 2nd place.'
- 'Curriculum & Academic Reform' (47.1%) and 'Expansion & Improvement of Educational Facilities' (40.7%) rose sharply by 17.1%p and 14.3%p YoY, respectively. Notably, 'Expansion & Improvement of Educational Facilities' newly entered the top 5, while 'Tuition Increase' (30.0%) dropped sharply by 25.7%p YoY.

- Areas of Interest by Founding Type, Region, and Size:
 - 'International Student Recruitment & Education' ranked 1st among private universities, while 'Freshman Recruitment & Enrollment' ranked 1st for provincial/regional and small-scale universities.
 - National/public universities ranked 'Curriculum & Academic Reform' 2nd and 'Expansion & Improvement of Educational Facilities' 3rd. Metropolitan universities ranked 'Expansion & Improvement of Educational Facilities' high at 2nd place.
 - 'Student Employment & Entrepreneurship' ranked 3rd among large-scale universities and also placed within the top 5 for national/public and metropolitan universities.



[Picture 2] Current Areas of Interest (Comparison with 2025(I))

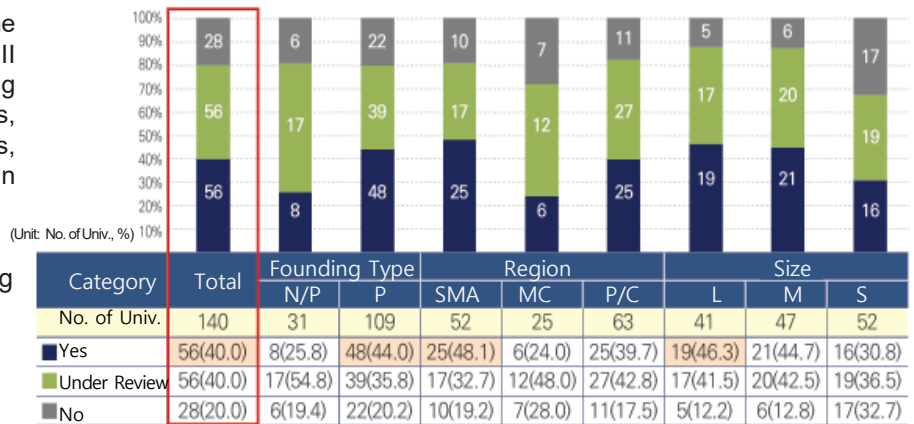
<Figure 1> Top 5 Priority Areas of Interest

Category	Total	Founding Type		Region			Size		
		N/P	P	SMA	MC	P/C	L	M	
Financial Support (Gov., Local Gov., etc.)	1	1	2	1	1	2	1	1	3
International Student Recruitment & Education	2	3	1	3	2	3	2	2	2
Freshman Recruitment & Enrollment	3		3		3	1		3	1
Curriculum & Academic Reform	4	2	4	4	4	5	5	3	4
Educational Infra Expansion & Upgrades	5	3		2	5		4		
Student Retention			5		5	4		5	5
Student Employment & Entrepreneurship		5		5			3		

III. Use of Generative AI in Universities

- Regarding the adoption and application of Generative AI usage policies (guidelines, regulations, instructions, etc.), 'Yes' and 'Under Review' tied for the highest at 40.0% (56) each, while 'No' stood at 20.0% (28).

Compared to the adoption status in the 「2024 University Presidents Survey II (June 19, 2024, 131 responding schools)」 which reported 30 schools, this survey shows 56 schools, suggesting an expanding trend in institutionalizing such policies.



- Adoption of Generative AI Usage Policies ("Yes" responses) by Founding Type, Region, and Size:

By Founding Type, private universities (44.0%, 48 out of 109) were higher; by Region, Seoul Metropolitan Area universities (48.1%, 25 out of 52); and by Size, large-scale universities (46.3%, 19 out of 41).

<Picture 3> Adoption/Application Status of University Policies on AI Use

- Detailed items by policy area for 56 universities with Generative AI usage policies:
 - Within the [Security, Data Management, and Intellectual Property] sector, 'Information Protection and Security' was highest at 45 schools, followed by 'Research Ethics and Data Management' (41) and 'Copyright and Intellectual Property Guidelines' and 'Plagiarism and Misconduct Guidelines' within the [Education and Instruction] sector followed with 37 schools each.
 - For items under review for enactment or revision, 'Violation Measures and Support Systems' in the [Governance and Support Systems] sector was highest at 23 schools.

<Figure 2> Content Reflected in Generative AI Usage Policies (N=56)

Policy Area	Detailed Item	Specified (Including Partial/Conditional)	Under Review for Enactment/Revision
Security, Data Management, and Intellectual Property	Information Protection and Security: Prohibition of sensitive/internal data input, security levels, etc.	45	9
	Research Ethics and Data Management: Research data security, IRB, responsibility regulations, etc.	41	10
	Copyright and Intellectual Property Guidelines: Ownership of output, license compliance, and standards for educational material use.	37	14
Education and Instruction	Usage Disclosure Standards: Marking the use/scope of AI in assignments, reports, etc.	32	22
	Plagiarism and Misconduct Guidelines: Determining plagiarism/misconduct, mandatory citation of AI output, etc.	37	18
	AI Ethics and Responsible Use Education: Mandatory ethical use and responsibility training for students/faculty (required liberal arts, etc.)	28	21
Governance and Support Systems	Teaching, Learning, and Assessment Guides: Operational guidelines for alternative assessments (oral/practical, etc.)	30	22
	Violation Measures and Support Systems: Phased disciplinary/guidance procedures, operating consultation channels (FAQ).	23	23
	Dedicated Organization and Support Infrastructure: AI Center/TF, campus support services (various AI tool support, building dedicated portals, etc.)	30	18

- The weighted results for priority tasks to enhance student assessment reliability in a Generative AI environment showed 'Clarifying Assessment Criteria' and 'Process-Oriented Assessment' tied for 1st place (199 points). This was followed by 'Expanding In-person Assessment (148 points)' in 3rd place.
- Priorities by Founding Type, Region, and Size:
 - 'Clarifying Assessment Criteria' ranked 1st among private, metropolitan/regional, and medium-scale universities, while 'Process-Oriented Assessment' ranked 1st among national/public, metropolitan city, and large/small-scale universities.
 - 'Support and Training for Faculty' ranked 3rd among universities in Seoul Metropolitan Area and medium-scale ones.

<Figure 3> Top 3 Priorities for Student Assessment Reliability in a Generative AI environment

Category	Weighted Total (Graph)	Priority									
		Total	Founding Type			Region			Size		
			N/P	P	SMA	MC	P/C	L	M	S	
Clarifying Assessment Criteria: Guidance on AI permission/prohibition examples and providing specific assessment standards.	199	1	2	1	1	2	1	2	1	2	
Process-Oriented Assessment: Expanding evaluation of the execution process, such as projects, portfolios, and field placements.	199	1	1	2	2	1	2	1	2	1	
Expanding In-person Assessment: Strengthening real-time interaction assessments like oral exams, presentations, and debates.	148	3	3	3		3	3	3		3	
Support and Training for Faculty: Training to strengthen assessment design capabilities.	131				3				3		
Strengthening Verification-Based Writing Process: Verdict by submission of pre-submits, learning logs, Q&A, etc.	113										
Strengthening Security for Exam Operations: Improving proctoring systems, etc.	44										

*Note: In this data, weighted total refers to the value calculated by assigning 3 points to 1st priority, 2 to 2nd, and 1 to 3rd.

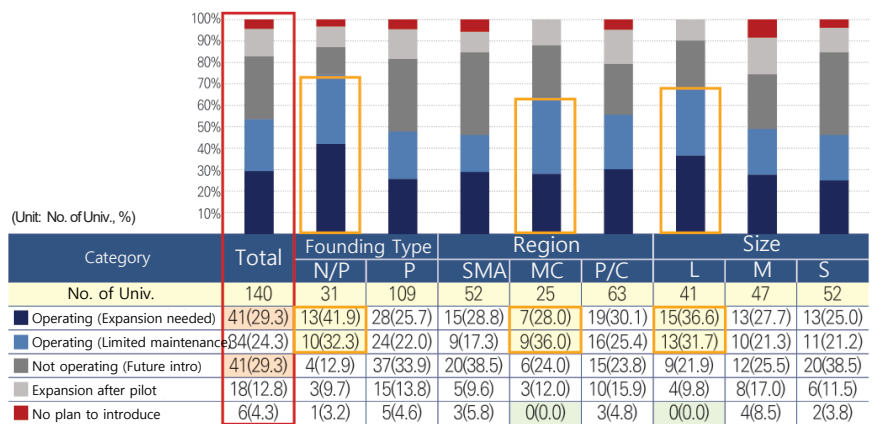
IV. Strengthening Faculty Competitiveness

- As a result of applying weights to areas requiring priority investment to strengthen faculty competitiveness, 'Improving Conditions for Attracting Outstanding Faculty' ranked 1st (239 points). This was followed by 'Expanding Resources for Performance-Based Compensation' in 2nd place (161 points) and 'Building Educational Innovation Systems' in 3rd place (156 points).
- Priorities by Founding Type, Region, and Size:
 - 'Building Educational Innovation Systems' ranked 1st among small-scale universities.
 - 'Expanding Research Infrastructure and Support Staff' ranked 1st among national/public and 2nd among Seoul Metropolitan Area universities.
- Regarding differential compensation or faculty merit pay status and plans, 'Currently operating, full expansion needed' and 'Not operating, future introduction planned' tied for the highest at 29.3% (41 schools), followed by 'Currently operating, limited maintenance appropriate' at 24.3% (34 schools).
- By Founding Type, national/public universities (74.2%, 23 out of 31) were higher; by Region, Metropolitan City universities (64.0%, 16 out of 25); and by Size, large-scale universities (68.3%, 28 out of 41).
 - All Metropolitan City and large-scale universities responded that they are either currently operating or plan to introduce it in the future ('No plan for introduction' 0 cases).

<Figure 4> Top 3 Priority Investment Areas for Faculty Competitiveness

Category	Weighted Total (Graph)	Priority									
		Total	Founding Type			Region			Size		
			N/P	P	SMA	MC	P/C	L	M	S	
Attracting Outstanding Faculty	239	1	2	1	1	1	1	1	1	2	
Performance-Based Compensation	161	2	3	2	3		3	2	2	3	
Educational Innovation Systems	156	3		3		2	2		3	1	
Research Infra and Support Staff	129		1		2	3		3		3	
Faculty Evaluation, Promotion, and Reappointment Systems	106										
Support for Global Competency	40										

*Note: In this data, weighted total refers to the value calculated by assigning 3 points to 1st priority, 2 to 2nd, and 1 to 3rd.



[Picture 4] Current Status and Future Plans for Differential Compensation or Faculty Merit Pay

<Figure 5> Key Barriers to Improving Faculty Competitiveness (Top 3)

Category	Weighted Total (Graph)	Priority			
		Total	L	M	S
Lack of Funds: Limited resources for merit pay/treatment	252	1	1	1	1
Consensus Issues: Conflicts over criteria and wage gaps	177	2	2	2	3
Fairness & Acceptance: Issues with indicator reliability	155	3	3	3	2
Field Specificity: Conflicts over weighted criteria by field	102				
Coordination Burden: Unions, councils, and labor management	74				
Inadequate Systems: Lack of performance management data	31				
Regulatory Constraints: Restricted autonomy via laws/regulations	25				
Delayed Decisions: Delays by the board of directors	11				

*Note: In this data, weighted total refers to the value calculated by assigning 3 points to 1st priority, 2 to 2nd, and 1 to 3rd.

- Regarding the expected difficulties in implementing institutional improvements to strengthen faculty competitiveness:
 - 'Lack of Funds: Limited resources for merit pay/treatment' ranked 1st (252 points). 'Consensus Issues: Conflicts over criteria and wage gaps' (177 points) and 'Fairness & Acceptance: Issues with indicator reliability' (155 points) followed in 2nd and 3rd place, respectively.
- Difficulties by Founding Type, Region, and Size:
 - The Top 3 priorities were identical across all types (founding, region, and size), except for small-scale universities.
 - For small-scale universities, 'Difficulty in Ensuring Fairness and Acceptance of Assessment' ranked 2nd.

V. University Internationalization

- Regarding priority support items from the government, local governments, and KCUE for the success of the 'Study Korea 300k Project': 'Improving the Visa System for International Students' ranked 1st (214 points).
 - 'Local Community Connection and Settlement Support' (149 points) and 'Shared Responsibility for Managing Dropout and Illegal Stay of International Students' (137 points) followed in 2nd and 3rd place, respectively.

<Figure 6> Top 3 Support Priorities from Gov/Local Gov/KCUE for Universities for 'Study Korea 300k Project'

Category	Weighted Total (Graph)	Priority									
		Total	Founding Type			Region			Size		
			N/P	P	SMA	MC	P/C	L	M	S	
Improving the Visa System for International Students	214	1	2	1	1	2	1	1	1	1	
Local Community Connection and Settlement Support	149	2	1	3		1	3	2	2	3	
Shared Responsibility for Managing Dropout and Illegal Stay of International Students	137	3		2	2		2		3	2	
Expanding Financial Support for Universities and Int'l Students	94		3			3					
Advancing International Student Management Systems	84				3			3			
Reorganizing the IEQAS	79										
Support for Attracting International Students	78										

*Note: In this data, weighted total refers to the value calculated by assigning 3 points to 1st priority, 2 to 2nd, and 1 to 3rd.

- Regarding priority support requests by founding type, region, and size (<Figure 6>):
 - National/public and Metropolitan City universities differed from the overall ranking, with 'Local Community Connection and Settlement Support' ranking 1st, 'Improving Int'l Student Visa System' 2nd, and 'Expanding Financial Support for Universities and Int'l Students' 3rd.
 - In private, Seoul Metropolitan Area, city/province-level, and small-scale universities, 'Joint Management of Dropouts & Illegal Stays' ranked 2nd.
- For future Internationalization focus areas by weighted total, 'Expanding Int'l Student Recruitment (Long-term: Degree)' ranked 1st (344 points), followed by 'Joint/Dual Degrees & Twinning Programs' 2nd (149 points), and 'Expanding Int'l Student Recruitment (Short-term: Language)' 3rd (128 points).

<Figure 7> Future Internationalization Focus Areas (Top

Category	Weighted Total (Graph)	Priority									
		Total	Founding Type			Region			Size		
			N/P	P	SMA	MC	P/C	L	M	S	
Expanding Int'l Student Recruitment (Long-term: Degree)	344	1	1	1	1	1	1	1	1	1	
Joint/Dual Degrees & Twinning Programs	149	2	3	2	2	2	2	2	2	3	
Expanding Int'l Student Recruitment (Short-term: Language)	128	3		3		3	3	3		2	
Activating Short-term Exchange with Overseas Univ.	123		2		3	3		3	3	3	
Establishing/Operating Overseas Branches & Campuses	30										
Franchising (Curriculum Export to Overseas Univ.)	24										
Establishing Overseas Facilities (Research Centers, etc.)	18										
Establishing Joint Venture Schools	3										

*Note: In this data, weighted total refers to the value calculated by assigning 3 points to 1st priority, 2 to 2nd, and 1 to 3rd.

- Of 140 universities, 95 responded regarding constraints and government tasks for overseas expansion, categorized into four key barriers: *Note: Multiple responses allowed.
 - 'Regulatory Constraints' (establishment/visa/budget) ranked 1st (48 schools), with 'Lack of Funds' (operating/labor costs) 2nd (46 schools), 'Lack of Infra & Information (Information asymmetry, lack of diplomatic support, lack of specialized personnel)' 3rd (27 schools), and 'Academic System Incompatibility' 4th (15 schools).
 - By Founding Type, national/public universities cited 'Lack of Legal/Administrative Authority for Establishment & Operation' as the primary obstacle, stemming from the non-establishment principle under the 'Decree on the Establishment of National Schools' and the rigidity of public official quotas and budget guidelines. Private universities appealed that 'Financial Limits & Investment Regulations' are key constraints, specifically pointing to asset management restrictions, such as the ban on direct overseas investment by non-profit corporations, as well as the burden of immense initial investment and housing costs for dispatched personnel.

Remark

Linking 'Quantitative Expansion' to 'Qualitative Consolidation': Urgent Need for Financial and Regulatory Innovation for Digital & Global Leap

1. [Main Interests of University Presidents] 'Financial Support Projects' ranked 1st and 'Int'l Student Recruitment & Education' remained 2nd, while 'Curriculum & Academic Reorganization' and 'Expansion/Improvement of Educational Facilities' rose significantly. Specifically, 'Facility Expansion' entered the top 5, reflecting a focus on educational quality and environment. Meanwhile, interest in 'Tuition Increase' decreased sharply.
2. [Generative AI Policies] Universities answering 'Operating' or 'Reviewing' both reached 40.0% (56 schools). Compared to 30 schools in the 「2024 Survey of University Presidents II (Jun 19, 2024, 131 respondents)」, this shows an expanding trend in institutional discussions. Adoption is higher in private, Seoul Metropolitan Area, and large-scale universities. However, among the 56 schools with policies, [Security, Data Management, & IP] showed a high proportion of specification, while [Education/Instruction] and [Governance/Support System] are still undergoing revision for detailed policies. Regarding student assessment reliability, 'Clarifying Evaluation Criteria' and 'Process-Oriented Evaluation' tied for 1st, suggesting a growing demand for fairness and reliability in evaluation amid the diversification of AI utilization.
3. [Faculty Competitiveness] 'Improving Recruitment Conditions' was the top investment area, followed by merit pay resources and innovation systems. Regarding differential compensation (merit pay), both 'Operating (expansion needed)' and 'Not operating (introduction planned)' showed high responses, confirming a strong demand for reorganizing the compensation system. However, 'Lack of Funds: Limited available resources for merit pay and improved treatment' was identified as the primary barrier across all founding types, regions, and sizes.
4. [Internationalization] Regarding the success of the government's 'International Student Competitiveness Plan', 'Improving Visa System' ranked 1st, followed by 'Local Community Connection & Settlement Support' and 'Joint Management of Int'l students'. While universities aim for advanced Internationalization such as 'Degree Program Recruitment (1st)' and 'Joint/Dual Degrees & Twinning program (2nd)', they face hurdles like immense initial costs and rigid legal systems. To expand K-Edu, urgent financial and regulatory innovation is required to resolve the biggest obstacles: 'Legal/Regulatory Constraints (establishment/budget/visa)' and 'Lack of Funds (initial investment/labor costs)'.