

FROM INDIVIDUAL INNOVATION TO **INSTITUTIONAL STRATEGY**

A COMPETENCY-BASED MODEL FOR

Strategic AI Integration

IN FACULTY DEVELOPMENT

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»»»»» WHY THIS EXPERIENCE MATTERS

» AI Integration in Higher Education

- Rapid growth of AI use in teaching
- Faculty innovation is often isolated
- Need for institutional processes
- Focus on meaningful learning



»»»»» INSTITUTIONAL CONTEXT

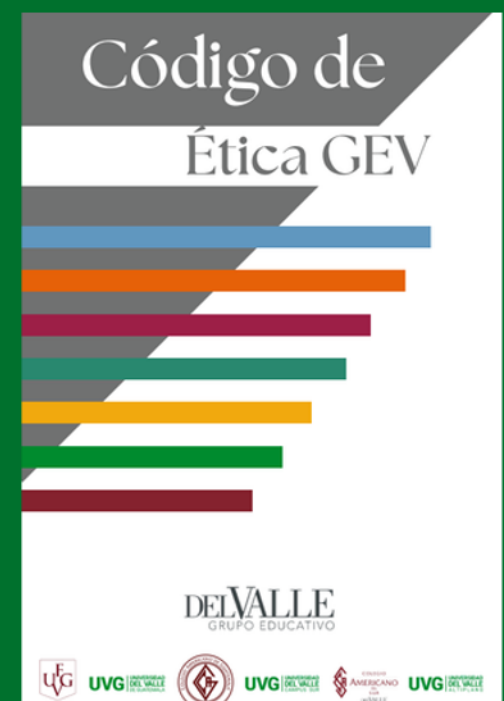


IA | INTELIGENCIA
ARTIFICIAL

CEAD | CENTRO DE EXCELENCIA PARA
EL APRENDIZAJE Y LA DOCENCIA

»» UVG Institutional AI Strategy

- Led by the Artificial Intelligence Department
- Institutional AI Adoption Strategy
- Ethical guidelines for students and faculty
- CEAD responsible for AI integration in teaching



»»»» THE CHALLENGE

» From Policy to Practice

- Ethical frameworks already existed
- Need for practical teaching examples
- Need for peer learning spaces
- Need for institutional alignment





»»»»» **OBJECTIVE**

Identify, analyze, validate, and document AI-integrated teaching practices across disciplines.



Identify



Analyze



Validate



Document

»»»»» METHODOLOGY OVERVIEW «««««

»» Four Sequential Phases

1



Institutional Mapping

2



Selection & Alignment

3



Collegial Validation

4



Institutional Documentation

»»»» PHASE 1: INSTITUTIONAL MAPPING OF TEACHING PRACTICES

Methodology

- Structured faculty survey
- Faculty from three UVG campuses
- Identify:
 - AI use in teaching practices
 - Competency-based perspective
 - Practice-based experiences



PHASE 2: SELECTION AND ALIGNMENT WITH INSTITUTIONAL GENERIC COMPETENCIES

Methodology

- Ethical and pedagogical review
 - Institutional AI Guidelines
 - UVG Code of Ethics
- Standardized documentation format
- Competency alignment process



»»»» PHASE 3: INTERFACULTY COLLEGIAL VALIDATION

- Faculty from the three UVG campuses
- 3 Structured validation sessions
 - Peer dialogue and feedback
 - Cross-disciplinary perspectives
 - Transferability of practices

Methodology





PHASE 4: ACADEMIC STANDARDIZATION & INSTITUTIONAL DOCUMENTATION

- CEAD – Editorial and coordination
- Standardized documentation process
- Institutional publication –
 - 1st volume
- Faculty development resource
- Foundation for future volumes

Methodology

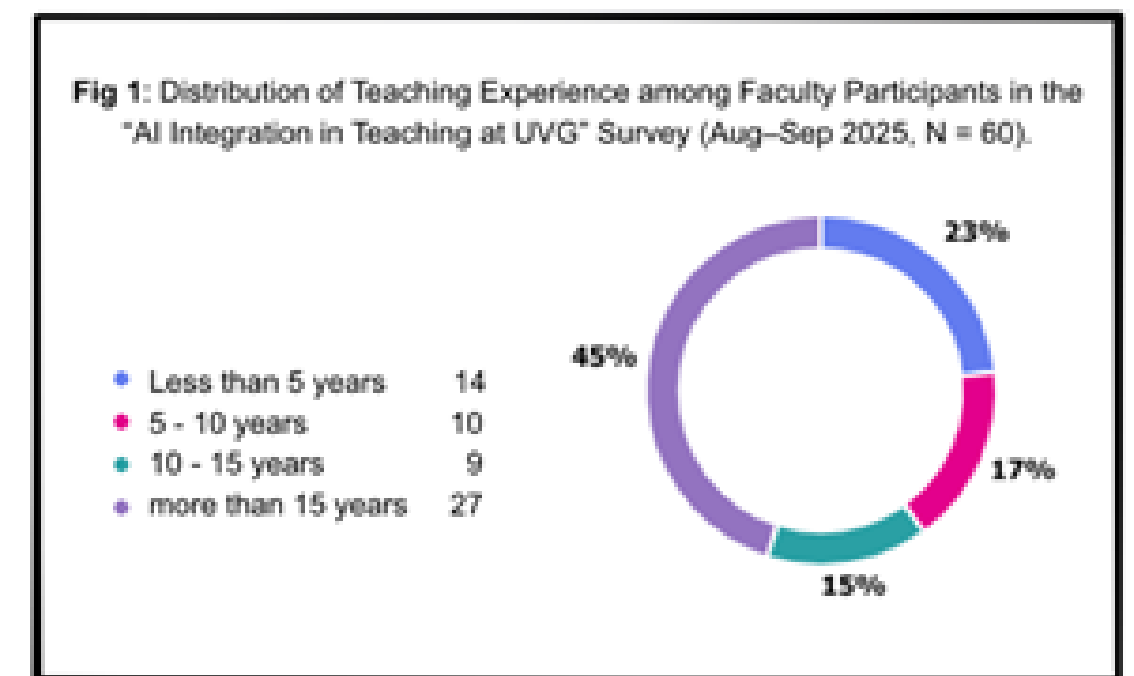


»»»» PHASE 1: INSTITUTIONAL MAPPING



Faculty Profile & AI Adoption

- 100 faculty invited from 6 academic faculties.
- Survey
 - 60 responses
 - Experience using AI teaching – 70% less than two years
 - 135 AI-integrated teaching practices



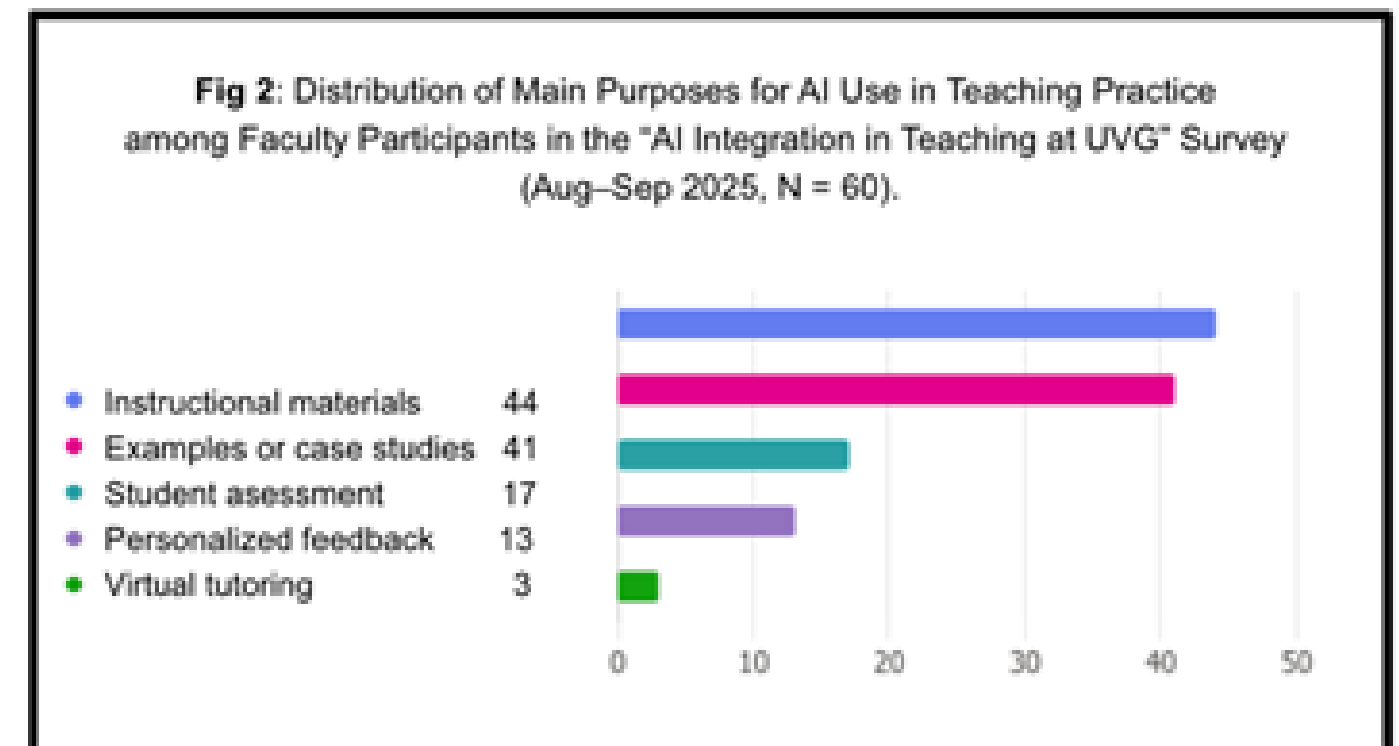
»»»» PHASE 1: INSTITUTIONAL MAPPING



Current Patterns of AI Use

- AI mainly used for:
 - instructional materials
 - case studies
 - assessment
- Uneven integration across courses
- AI as support tool

Process Outcomes



»»»»» PHASE 2: SELECTION AND ALIGNMENT PROCESS



Review 135 practices



Identify 87 Good practices (40 faculty members)



Use of standardized format



25 practices



18 approved practices

(Ethical review, competency alignment & standardized documentartion)

Process Outcomes



»»»»» PHASE 3: COLLEGIAL VALIDATION



Interfaculty Collegial Validation

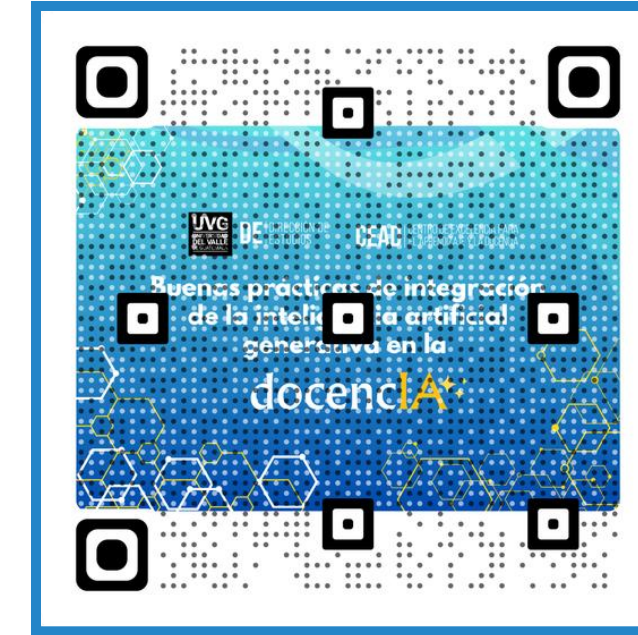
- 3 validation sessions
- 18 teaching practices reviewed
- 6–8 faculty reviewers per session
- Peer-based feedback process

Focus Areas

- Clarity
- Pedagogical coherence
- Transferability across disciplines



PHASE 4: INSTITUTIONAL DOCUMENTATION & DISSEMINATION



Volume 1 Publication

- 128-page institutional document
- AI-integrated teaching practices
- Faculty guidance and recommendations

Process Outcomes



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»»»»» PHASE 4: INSTITUTIONAL DOCUMENTATION & DISSEMINATION



Dissemination Spaces

- “CafeCITo con”
- “UVG Faculty AI Club”
- Faculty reflection and peer learning

Process Outcomes

UVG | CEAD CENTRO DE EXCELENCIA PARA EL APRENDIZAJE Y LA DOCENCIA

Participa en la 6ta. temporada del Club de IA en UVG

Presenta: **Generación de problemas contextualizados a la realidad del estudiante para las evaluaciones**
Expositora: *María Elisa Duarte Segura*

Fecha: 14 de mayo 2026 | Duración: 3:30 a 4:30 pm

Suma a la microcredencial de: **Tecnología Educativa**

En modalidad híbrida desde el **CIT-722** o desde <https://bit.ly/SomosExcelenciaUVG>

Bitácora del Club: Incluye un **café** para quienes confirmen su participación **presencial** desde la aplicación de: **PowerApps**

Contacto: ccquinteros@uvg.edu.gt

UVG DE DIRECCIÓN DE ESTUDIOS CEAD CENTRO DE EXCELENCIA PARA EL APRENDIZAJE Y LA DOCENCIA

Compartamos en los CafeCITos con docentes UVG

abril

<p>13 de abril 2026 De 16:30 a 16:15 h</p> <p>Buena práctica: Haciendo aprendo: desarrollo de la motricidad en niños de preescolar</p> <p>Docente que presentará: Claudia Matta</p>	<p>15 de abril 2026 De 11:00 a 11:45 h</p> <p>Buena práctica: Proyectos de aplicación integradores</p> <p>Docente que presentará: Luis Alberto Rivera</p>
<p>15 de abril 2026 De 15:15 a 16:00 h</p> <p>Buenas prácticas: Generación de ideas para proceso de escritura creativa y Comparativo de composiciones literarias</p> <p>Docente que presentará: Andrea Castillo</p>	<p>17 de abril 2026 De 14:30 a 15:15 h</p> <p>Buena práctica: Arte químico con IA</p> <p>Docentes que presentarán: Jose Carlos Chiquín, María José Bran, Carla Caffaro y Jorge Antonio Donis</p>

Suma a la microcredencial de: **Innovación educativa y SoTL**

En modalidad híbrida desde el **CIT-318** o desde <https://bit.ly/SomosExcelenciaUVG>

Tendremos un cafecito americano caliente si se registra desde la App e indica que **participará presencialmente** (al menos un día antes de cada evento). Si prefiere tomar té, notifiquenos.

Contacto: centroexcelencia@uvg.edu.gt

»»»»» KEY CONCLUSIONS



»»»»» IMPLICATIONS FOR FACULTY DEVELOPMENT

Move beyond policy → practice-based processes

Create collaborative faculty spaces

Align AI with learning outcomes

Strengthen communities of practice

Support SoTL through documentation and reflection

FINAL REFLECTION

AI integration in teaching is not only a technological challenge, but also an opportunity to build collaborative cultures of pedagogical innovation.



THANK YOU

M.A. Claudia Quinteros Flores



CEAD / UVG



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<https://cead.uvg.edu.gt/>

