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This special issue of *Spirat*, in its English version, is dedicated to the dissemination of the papers presented during the 2nd Latin American and Caribbean Congress on Innovation in Higher Education Research, “Transforming Higher Education: Competencies for the 21st Century in the Era of Artificial Intelligence and the 2030 Agenda”. The event was jointly organized by Universidad Peruana Cayetano Heredia (UPCH), Universidad de Cuenca (Ecuador), and the Latin American and Caribbean SoTL Society (LatinSoTL) from September 30 to October 4, 2024.

The congress was held in a hybrid format (both in-person and virtual) and, for the first time, featured two alternate venues in two different countries. It brought together a wide range of institutions, academics, and higher education professionals from Latin America, the Caribbean, and Europe to reflect deeply and critically about research, management, practice, and context-based innovation processes in higher education.

The thematic axes addressed were the competencies of teachers and students for the 21st century; artificial intelligence and the challenges for teaching, learning, assessment, and academic integrity; the sustainable development goals in higher education; the climate emergency and teaching and learning processes; migration and university teaching; violence, insecurity, and university teaching, among other topics. Each of the more than fifty contributions grouped in this special volume, aligned with these axes, promotes the integration of teaching, management, research, and social responsibility.

Through the LatinSoTL network and the joint efforts of the aforementioned universities, this congress has once again demonstrated the transformative potential of networked collaboration with a shared goal: to promote integrative approaches to teaching and research in higher education.

Therefore, we would like to thank each of the authors for their valuable contributions and commitment to the development of educational research. We also extend our gratitude to the organizing committee, the editorial and scientific team, the reviewers, and the collaborators who made this publication possible.

In a context where technology permeates people’s lives and disrupts all spheres, including education, we are confident that this special issue serves as a vehicle to broaden the horizons of research and practice in university teaching at the local, regional, and global levels.

Furthermore, the ideas, common ground, research findings, and knowledge shared and developed throughout these days of the Congress have made it possible to identify key factors that support continuous improvement and promotion of quality in higher education institutions.