Where are the Faculty? The Missing Perspective on Teaching Socio-ethical Competencies in Computer science

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Abstract

The last decade has seen a rising awareness on computing's social and ethical impacts. If the ambition is for computing disciplines to reposition themselves to be able to educate about these impacts, however, we have to wonder whether we are duly training all the change-makers: not only the students, but also their teachers. While recent computing curricula such as the ACM/IEEE CC2020 and CS2023 have evolved to include Social, Ethical, and Professional (SEP) competencies, the shift has exposed a gap: students are expected to develop these competencies during their degrees, but these learning goals are supposed to be filled by faculty with limited preparation and support.

In this paper we argue that, as a community, we are underexploring systematic discussions, research, and practices about the development of faculty SEP competencies. In the status quo, faculty teach SEP through a hidden curriculum: our curricula take socio-ethical stances, but they do so tacitly, implicitly, or with limited awareness. We call for direct action in building SEP competencies by proposing systemic, local, and individual actions such as creating incentives, establishing communities of practice, and promoting reflective practice. Our hope is that, by developing new practices, we can build sufficient critical mass in our community to reorient computing towards the social. Our wish for this paper is that it may serve as a call to action for the computer science education community to invest in its educators as the architects of hope for a socially responsible computing profession.

CCS Concepts

• **Social and professional topics** → **Computing education programs**;

Keywords

Competencies; Society Ethics and the Profession; Faculty development; Faculty perspectives; Computer Science Education

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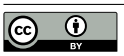

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1 Introduction

In the last decades, computer science education has undergone a *Copernican shift*. What was once a discipline defined by its technicality, is now increasingly facing the need to reckon with the social impacts of its practices. This shift also appears in pedagogy: the computing education community reoriented itself from knowledge-based to competency-based models [10], emphasizing the importance of *context* — not merely a change in teaching methods, but a re-evaluation of what it means to be a computing professional [3].

At the heart of this transformation, there is the term "competency" itself. The word has a long history of academic debate and explorations, where its meaning has shifted across time, cultures, sources, and regions [41, 51]. This has led to many interpretations and a partial lack of consensus on what it means, further complicated by its overlap with related terms such as "ability" and "capability" [41, 51]. However, this ambiguity is not a failure of definition. Instead, it reflects the complexities of a professional discipline where technical proficiency alone is no longer sufficient. With the broadening of jobs that may be classified as based on computing, computing increasingly requires moving towards valuing critical consciousness and professional responsibility [61]. In this context, modern computing curricula are expanding the idea of competence beyond simply *what* a professional can do or *how* they do it. They include *why* they do it, introducing a behavioral element with ethical and social considerations.

The focus on "why" is an acknowledgment of the many controversial, often ill-defined problems [33] that define the technological frontier. The core of the so-called "polycrisis" or "metacrisis" [42] of these days — like biased algorithms, weaponized disinformation, questions of digital equity, professional ethics, and democratic problems [13] — lies not in well-defined engineering problems, but in complex, ambiguous, and human socio-technical dilemmas. Addressing them requires professionals who are as fluent in ethics and social analysis as they are in programming, and who can not only build complex systems but also critically interpret, navigate, and assume responsibility for the complex world these systems create.

Yet, though many papers published in computing education call for students to acquire these competencies [20, 38, 53], we are faced with a paradox: **do we have educators that can teach for socio-ethics?** The urge to integrate Social, Ethical, and Professional (SEP) competencies into the curriculum may be overlooking the parallel

need to develop the same competencies within the faculty — now charged with teaching a new language of socio-technical reflection — who have never learned the language.

This paper argues that the development of SEP competencies within university faculty (in the scope of this paper, variably also referred to as teachers or educators) should not be an afterthought, but a prerequisite for the epistemic and educational shift of computing towards the social [12]. By analyzing the problem from an individual, local, and systemic perspective, we challenge the computer science education community to move beyond creating guidelines and to become the drivers of change. For this change to happen, we call for the community to actively research, practice, and systematically support the development of SEP competencies, starting by building capacity in our own community. If we wish to see our students as future architects able to design the blueprints for a digital world, let us now provide them with the tools and training to bring that vision to life — responsibly.

The paper will progress by exploring the fundamental literature that grounds our proposal in Section 2, and the motivations for our position in Section 3. We articulate our proposal for the development of SEP competencies in computing educators in Section 4, with our Methods in 4.1 and our proposed framework in 4.2. Our closing reflections, together with a discussion of potential challenges and directions for future work, are in Section 5.

2 Background

The idea that computing professionals need to engage with the social is, arguably, as old as computing disciplines. What is relatively more novel is framing the engagement with socio-ethical issues as a matter of competence (through so-called "SEP competences"), and especially the question of how to nurture these competences transversally across computing education.

The beginning of this discourse can be positioned already in the 1940s, with discussions on how scientific practice bears social consequences — and thus social responsibility. Early examples of this debate can be found in Vannevar Bush's "As We May Think" essay of 1945 [6], and in Alan Turing's lectures in the early 1950s [59].

At the end of the Second World War, Bush's essay explored the societal impacts of many potential technologies — many that we would later recognize as belonging to the computing field — and discussed what social responsibilities were borne by the scientists who aided in the Allies' war efforts. Turing, whose efforts were famously employed in cracking the Axis' ciphered communications would, a few years later in 1951, open in his public lectures to the possibilities that computing may create a wholly new class of socio-ethical problems, including the possibility that "digital computers may think" [46, 59]. These early debates, however, developed in a time before computing was its own discipline.

While the discussion of potential socio-ethical impacts of computing broadened over the decades as the discipline matured, some direct evolutions of these early debates remain, including contemporary reflections on civil impacts of military surveillance, or on the consciousness of LLMs [9, 47]. In the CSE community, in parallel, researchers have questioned where to develop the knowledge — and, later, competences — connected to socio-ethical matters.

While earlier models of computing education discussed the relationship between computing and "social good" mostly as a matter of knowledge [26], towards the late 1990s the discussion shifted to "competency-based" learning approaches, as educators sought to align academic outcomes more closely with professional and societal demands [28], though the approach was mainstreamed in the 2010s with the first competency-based computing curricula.

The shift towards competency-based learning recognizes that pure knowledge is not enough for a computer scientist to be an effective professional. Competency-based education posits that learning is a synthesis of *what* students learn, *how* they learn and apply it, and *why* they apply that knowledge to solve problems and create value [11]. To constitute competency, the *what*, *how*, and *why*, need to be contextualized within a task.

There are several articulations of competency frameworks for computing, including the European Quality Assurance Network for Informatics Education (EQANIE) [19], several EU-based frameworks connected to the Digital Competence Framework (DigComp 2.0) [14, 48, 56, 60] and the Software Engineering Competency Model (SWECOM) [31]. A subfamily of frameworks are those that see the involvement of the ACM, including the Master of Science for Information Systems Report (MSIS2016) [49, 57], the Information Technology Curricula 2017 (IT2017) [55], the Computing Curricula 2020 (CC2020) [7], and the Computer Science Curricula 2023 (CS2023) [34].

The most recent of these documents, the ACM/IEEE Computer Science Curricula 2023 (CS2023) defines two Competency Areas as permeating all disciplines: Mathematical and Statistical Foundations (MSF) and — crucially — Society, Ethics, and the Profession (SEP). The SEP competency area comprises three sub-domains:

- **Society**: Understanding that computer science is not an isolated discipline but is embedded within, and interacts with, broader society. This involves learning to apply strategies and perspectives from the social sciences.
- **Ethics**: Understanding the consequences of technological choices and learning to use various lenses (e.g., ethical theories, frameworks) to analyze and navigate complex situations.
- **Profession**: Developing an understanding of the responsibilities, standards, and practices that define the computing profession, including professional conduct and lifelong learning.

By defining SEP as a transversal competency area, CS2023 recognizes that students must engage with socio-cultural complexities to understand, anticipate, and adapt within an interconnected and multidisciplinary world. The document acknowledges that students need to be equipped with the needed lenses from social science theories and methodologies to address the cultural, social, legal, and ethical dimensions of computing, arguing for the responsibility of educators to integrate these dimensions and instill their importance in students. This, conversely, implies a need for educators themselves to develop proficiency in SEP, and to actively integrate it into their teaching practices.

Somewhat complicating matters, however, the discussion of competency-based education hinges on distinguishing four closely-related words: competence and its plural form competences ("the

e-words"), and competency and its plural form competencies ("the y-words"). While these four terms are often used interchangeably in colloquial language, they have subtly different meanings when used in the context of education or professional development.

The *e-word*, "competence", is normally used with a connotation going towards performance, while the *y-word*, "competency", is behaviorally connotated. When speaking of *competence*, the focus is on a measure of performance and the achievement of specific standards in particular functions, such as through output-based assessments on predefined performance criteria [29]. *Competency*, instead, refers to what one has to do in order to perform a job competently, and what behaviors they need to bring to perform at the required level [62]. As such, competency encompasses personal characteristics such as the behaviors needed to perform a task at the desired level of competence. The plural forms reflect this baseline distinction: *competences* relate to multiple areas of work requiring effective performance, while *competencies* denote the personal attributes underpinning such behaviors [1, 29, 41].

Already in 2002, Moore [41] summarized these distinctions as: 1) competence, (e-word, singular) — an area of work, standards to meet; 2) competency (y-word, singular) — the behavior(s) supporting an area of work; 3) competences (e-word, plural) — the areas of competence to perform a job well; 4) competencies — the attributes underpinning a behavior.

As we previously discussed in Section 1, an important gap is that, while both the e-words and the y-words have been partially addressed in terms of socio-ethical development of computing *students* (also seen as future computing professionals), to the best of our knowledge there has been limited research towards applying these reflections toward educating the educators. The distinction between e-words and y-words is particularly helpful to mark how what are missing are both *effective practices* (the e-words part) and *willingness to work on behavioral attributes* (the y-words part).

3 Motivations

As we discussed in Section 2, the integration of SEP competencies in computer science education hinges on two actors: students, who must develop these competencies, and teachers, who are tasked with facilitating this development. However, while extensive research has focused on developing students' competencies through course designs [4, 21, 40], pedagogical materials [32], and assessment strategies [43, 44], studies investigating faculty perspectives and preparedness in computing higher education remain comparatively scarce.

To find the evidence for this scarcity, we informally reviewed conference programs and journals since 2020 from the two major aggregators, the ACM Special Interest Group on Computer Science Education (SIGCSE)[1] and the IEEE Education Society[2]. In particular, we surveyed: (1) the main conferences from the two aggregators, including the SIGCSE Technical Symposium, ITiCSE, ICER and Koli Calling for ACM, and FIE, EDUCON and TALE for IEEE; (2) the two main journals in the aggregators: ACM Transactions on Computing Education and IEEE Transactions on Education and (3) two adjacent publication venues: ACM Inroads and the RESPECT conference. By looking at session structure at conferences in particular, we notice a clear pattern: papers dedicated to discussing faculty perspectives are a minority[3]. In papers describing interventions that aim to teach SEP competencies (e.g., [15, 17]), the authors often implicitly assume that teachers have already developed these competencies, and thus mostly suggest good practices that they should adopt and adapt in their classrooms to teach SEPs [18].

This highlights the main gap in our discussion: the education of the educators themselves. Through the authoritative nature of documents such as the CC2020 and CS2023, the CSE community organized itself in a top-down model where curricular requests can cascade from regulatory bodies to individual faculty members, with the risk of overlooking the teachers' own (situated) learning processes and professional development needs. This approach risks taking for granted that faculty, who are often trained primarily as technical experts, are prepared to adopt and teach non-technical content at the basis of SEP competencies. The top-down model of curriculum writing for faculty development presumes educators can readily pivot and adopt new pedagogical viewpoints and seamlessly integrate SEP competencies into their teaching without a systemic analysis of their own role in the SEP context.

What we argue is that we — as a community — are facing a gap in our understanding of ourselves, the very people tasked with implementing our SEP curricular goals. This paper is a call for a reality check that connects policy with practice, and real-world socio-ethical implications with challenges for implementation. Our motivation comes not merely out of academic curiosity, but out of a wish to see the successful implementation of the curricula we have designed. Without a deep understanding of the educators' own SEP competencies, we risk creating curricula and educational experiences that call for action, but fail to implement it effectively. What we are calling for is an expansion of the last few years' micro-trend in the SIGCSE community of going beyond "ethics modules" [5, 30, 58], ensuring that both students and teachers truly possess the computing SEP competencies our society needs.

4 Our Position: Towards broadening faculty participation in SEP

The main position that we bring forward in this paper is that there still is ample space to develop SEP competencies for those who teach computing disciplines. While curricula documents and field studies alike claim that computing students should develop SEP competencies during their degrees, we see few examples of training initiatives that aim to develop SEP competencies in faculty [16]. We argue that the status quo is underexplored, and that there is a critical, unmet need to support teachers to develop SEP competencies.

To effectively integrate these competencies in their teaching, faculty need a nuanced awareness of ethical frameworks or social impacts. They must personally engage with, reason through, and be able to articulate a variety of positions on these complex subjects:

[1] See the list of relevant conferences at https://sigcse.org/events/ (accessed 2025/06/30)
[2] See the list of conferences at https://ieee-edusociety.org/conferences/about-conferences/financially-sponsored-conferences (Accessed 2025/06/30)

[3] See, for example, the schedules of some recent conferences that feature *dedicated sessions* for papers discussing faculty — implying that papers discussing learners are the default. https://sigcse2022.sigcse.org/schedule/, https://iticse.acm.org/2021/, https://iticse.acm.org/2025/program/, https://2024.fie-conference.org/program/program-at-a-glance, https://2023.ieee-educon.org, https://archive.educon-conference.org/educon2022/index.php (Links accessed 2025/06/30)

only later they will be able to build these competencies in their students. This requires acknowledging a shift: aligning with the broader discourse around active learning that calls for a redefinition of the educators' role away from being transmitters of knowledge. The complexities of the socio-ethical field and its highly contextual nature further imply that educators should see themselves as in continuous evolution, and thus as lifelong learners [35]. Their professional development should not be an incidental, optional "add-on" to their career, nor should the teaching of SEP in computing be a responsibility outsourced to external experts. Instead, it should be a cross-cutting and integral competency of the professional identity of every computing educator, foundational to transform the discipline from purely technical into one that recognizes and navigates the impact it has on society.

The starting point for this transformation lies in recognizing the nature of the world in which we live. Previous research has argued that universities often focus on preparing to manage uncertainty, giving the tools of probability, risk analysis, and optimization to solve well-defined problems with known problem spaces [2]. Alternative approaches, such as those that frame the status quo as a world rich in "wicked problems" [33] also base themselves on uncertainty epistemologies, where the goal is to find an optimal solution [2]. The core challenges to successfully nurture SEP in computing, we argue, reside in embracing ambiguity [54], seeing problems and consequences as interconnected, and acknowledging that problems hardly have single answers. Multiple, equally valid perspectives and interpretations can and should coexist at the same time, each capable of shaping reality differently [23]. The design of an equitable algorithm, for example, is not a problem of uncertainty to be solved with more data, but a problem of ambiguity that requires navigating different definitions of fairness and equity and how equity issues interact with the context they're situated in [45].

Yet, we argue, current faculty are not sufficiently trained to navigate ambiguity in the classroom, and are not recognizing enough how all technologies are part of complex socio-technical ecosystems. Enabling educators to change their frame of thinking requires a different skill set: the ability to facilitate complex, sensitive, and often controversial discussions where there are no single "right or wrong" answers. Educators should be able to navigate multifaceted issues, creating psychologically safe classroom spaces to construct and develop critical thinking [24]. This is a radical departure from traditional technical pedagogy, and is essential for fostering the intellectual maturity students will need in their professional careers to make impactful professional decisions.

The current lack of development of SEP competencies contributes to creating a **hidden curriculum** [25]: in current computing education, educators are already transmitting norms, values, and beliefs through the context and social dynamics that are built into their classrooms — but they are doing so implicitly and tacitly. Whether consciously or not, educators are already transmitting values related to SEP, for example, when framing problems in terms of efficiency and functionality, implicitly stating that other concerns emerging from the contextualization of the solution's deployment — e.g., algorithmic discrimination — are secondary. The first step, then, is to become aware that tacit knowledge transmission of values is already happening, and recognize how knowledge taught in computing classes should be seen as dependent on local context.

Building awareness of context calls for a shift to so-called **situated learning** [37], where faculty cultivate continuous self-improvement within their specific socio-cultural environments, transforming lifelong learning into a social activity rooted in each local context, where knowledge is co-constructed in the space where it will be used. SEP faculty development should not be a generic "one size fits all" endeavor, aiming at distilling "best practices". Rather, the focus should be on building and sharing practices — not "best" (which would imply objective measurement), but "good enough for the context". Building socio-ethical competencies should be localized, cultivated within communities of practice, where faculty can collaboratively explore the unique challenges relevant to their context by sharing reflections on their own experiences.

Collective action at the local level must be complemented by an individual commitment to **reflective practice** [52]. Each educator should engage in both reflection in action (that is, adapting teaching approaches to the situation in real-time), and reflection on action (that is, critically analyzing teaching approaches and understanding assumptions afterwards). This requires a continuous cycle of critical self-reflection, analyzing one's own teaching practices and positions, and confronting implicit biases that may influence interactions with students and their framing of teaching practices. Taking the idea that "doing and thinking are complementary" [52], reflective practice is not an admission of deficiency but a mark of professional maturity, an attitude of intellectual humility and commitment to lifelong learning that models the very dispositions educators should seek to instill in students and professionals.

In summary, we call for action at a **systemic level** (addressing the *hidden curriculum*), **collective level** (by reflecting on *situated learning*), and **individual level** (emphasizing *reflective practice*). A call for this shift reveals a gap, where the SEP competency development for faculty remains under-explored, in the sense that it is not (i) talked about, (ii) researched, or (iii) practiced. Our community is rightfully focused on students, but we argue this has partially left faculty development in a blind spot. It is our responsibility, as a community, to guide this process and provide fertile ground to facilitate the discovery, offering the resources, knowledge, and interdisciplinary cross-pollination necessary for personal and professional growth. The time has come to move beyond simply preaching the importance of SEP, and start a systemic discussion that leads to real-world practices.

4.1 Methods/Research Questions

As a first step, in order to move from opinion to informed action, we propose to explore and understand the existing ecosystem from the perspective of those working with it: the faculty themselves. We invite the broader CSE community to join us in exploring three guiding questions to orient our exploration to understand the current landscape:

(1) **GQ1: Where are SEP-related competencies taught in computer science courses in higher education? If they are taught, how do we do this? If not, why don't we do it?**
(2) **GQ2: What SEP-related competencies (within CC2020, CS2023 and beyond) do faculty regard as most relevant**

for their teaching practice? What are the reasons behind their decision to prioritize or de-emphasize these competencies?

(3) **GQ3: What practices do faculty use to nurture their own SEP competencies throughout their careers?**

To explore answers to these questions — and to seek further questions — we propose employing a qualitative inductive approach to build a real-life grounding, filling the current gap in the literature. Instead of providing immediate solutions, we aim to first evaluate the problem itself by identifying faculty's stated beliefs and their observable practices. We propose doing this through surveys distributed across academic communities, and semi-structured interviews. Mixed methods will allow us to capture qualitative and quantitative data and identify key themes, patterns, and factors while cross-referencing with tangible artifacts that faculty members actually use, such as rubrics, content, and syllabi.

This combination of beliefs and practices allows us to map the real discrepancy between curricular guidelines, faculty beliefs, and classroom teaching, aiming to reveal the *hidden narrative* (or curriculum) in different contexts. These findings will provide a rich snapshot of the current status and awareness of SEP competencies in faculty. We propose that the results of these studies should be summarized in a framework showing the tangible gap — the gap this paper identifies — and providing the knowledge necessary to design the next generation of faculty development initiatives that are relevant, context-appropriate, and encourage participation.

We see this position paper as the first step — the theoretical foundation — in a longer process. It provides some of the baseline for the work to be done. The next step we posit is to build the background practice, providing a snapshot for further investigation and laying the ground for concrete, actionable insights. More studies are needed to build a deeper understanding of the existing practices and strategies adopted by a minority of teachers which, if shared, could be beneficial for everyone.

4.2 Way forward: a dual approach

As mentioned earlier, achieving the profound shift we envision requires concrete efforts that operate at multiple levels: (i) systemic, (ii) local, and (iii) personal. To address all the levels, we propose a strategy that is concurrently **bottom-up and top-down**.

The **bottom-up** component focuses on empowering faculty themselves, fostering local change within universities. This involves organizing workshops, seminars, and opportunities for collaboration between departments. The goal is to build local interest through the well-established tradition of teachers' communities of practice [39], allowing faculty to collectively address context-specific challenges unique to their institutions. These communities can leverage the "innovator bubble" [36], to create a snowball effect of engagement and peer-to-peer learning. As a potential goal for these efforts, we propose that institutions identify a relevant target that can drive change (for example, 25% of teachers being directly or tangentially involved in communities of practice, as per Centola et al.'s work on "social contagion" [8]) to reach critical mass for widespread institutional change.

The **top-down** component of our proposal acknowledges that, for effects to be sustained in the long run, a small group is not enough. Systemic change will eventually require the active involvement of the institutions that manage academic life. Departments, universities, and especially university consortia need to recognize and valorize the effort faculty invest in developing SEP competencies. This includes allocating resources and creating opportunities and incentives for professional development. Referring back to what was written in CACM by Connolly [12], a particularly interesting opportunity is to create collaborations between departments, with the aim of developing an institutional culture where teachers are socially responsible professionals.

Globally, within networks such as SIGCSE itself, we call for the fostering of a broader discourse on faculty perspectives on teaching SEP. SIGCSE is currently seeing a micro-trend of discussing the social dimension of computing, for example through workshops and special sessions at the SIGCSE Technical Symposium [27][4], but more could be done, for example, by explicitly connecting the SIGCSE community with academic communities working on social impacts of computing, such as SIGCAS, or by organizing joint conferences, events, and inviting research through journal special issues. These efforts should be aimed at creating community, sharing practices, and establishing a collective vision for what it means to be a computing educator proficient in SEP.

As a medium-term aim, we propose that the insights gained from this effort should be oriented towards building a flexible and adaptive framework for faculty SEP development. This framework will intentionally avoid being prescriptive, functioning instead as an inspirational and community-building tool, to help faculty understand the pathways available for them to learn, grow, and adapt their SEP competencies over time, seen as a set of both needed baselines (referring back to the idea of *"e-word"* competence) and of supporting behavioral modes (*"y-word"* competency) that encourages ongoing development.

This set of actions represents an opportunity to move our community's engagement with SEP from a matter of compliance to a deep, meaningful, and long-term commitment to shape a more responsible future for the whole computing disciplines.

5 Conclusions

In the introduction (Section 1), we used the metaphor of educators as architects who have been handed the blueprints for a socially conscious world. Yet, we have argued that these blueprints are of little value if the architects lack the training and competencies to interpret and use them. The absence of faculty from our discussions on SEP competencies development is a bottleneck to the educational shift we aspire to achieve. Our argument is not purely a critique but a fundamental reframing of the problem: from *how to teach* SEP competencies (taking for granted that we already could) to *how to become equipped* as a community for this task. The road ahead of us is still long and has many challenges at every level, from individual to systemic.

At the personal level, computing teachers may exhibit resistance, perceiving SEP as a responsibility of other departments, dismissing them as "soft skills" lacking the wanted rigor of technical disciplines,

[4] See also https://sigcse2025.sigcse.org/details/sigcse-ts-2025-affiliated-events/8/Multiple-Approaches-for-Teaching-Responsible-Computing-A-Workshop (Accessed 2025/06/30)

or viewing them as an unmanageable addition to an already heavy workload. This resistance may be rooted in a lack of confidence and training [22, 50], led by questions about professional identity and pedagogical practice such as *How do I even begin to integrate this into my technical course?*, *What are the values I should be transmitting?* or *Should I even be aiming to transmit values?*.

At the local and institutional levels, inertia and misalignment present significant barriers. The siloed nature of academic departments may hinder the cross-disciplinary work SEP requires. Metrics for hiring, promotion, and tenure, similarly hinder the development of these competencies.

At the systemic level, the challenge is to sustain the paradigm shift of computing towards the social, and help in jumpstarting the local realities. We argue that the structures that govern our academic world, from accreditation standards to the focus of our leading journals and conferences, need a stronger pivot valuing and promoting SEP as a cornerstone of technical excellence.

This paper should not be read as a declaration of defeat. On the contrary, it is a manifesto of hope and a call for change. With due focus, we are confident that as a community we can find actionable solutions that can be acted on at every level.

Faculty need the courage to step outside of their disciplinary comfort zone. They should reflect on their own practice, highlighting the difference between the values they believe they should be transmitting, and those that they actually are. By engaging in reflective practice about the values we currently transmit, we can identify what values we should aim at teaching, creating bridges to other competencies and disciplines. Beyond the idea of multidisciplinary cross-training, we call for the building of a new interdisciplinary area that identifies and articulates the societal dimensions already present in computing, where the technical expertise of computing teachers can become an asset.

Local institutional leadership have a central role in fostering this change by formally recognizing SEP development as a mark of teaching excellence. This requires revisiting hiring and career advancement criteria, allocating resources for personal development, and cultivating communities of practice where faculty can develop their teaching together.

Even more ambitiously, we believe this should be done in collaboration with our **academic sovra-structures**, leveraging conferences, journals, policy, and grant-awarding institutions to make faculty and SEP development a central track. We need to create alliances between disciplines and work with accreditation bodies to reward institutions and individuals at all career levels that develop SEP competencies as an asset for the entire community.

So, **who will start this change?** We propose that everyone reading this paper should, starting from where we stand, in our local contexts. This paper is only a starting point: we call upon all of our colleagues to join us in shifting the academic discourse, in doing research on faculty development, and in collaborating to build and disseminate the resources to turn the hope of a more socially responsible computer science into reality. Our institutions must and will follow our lead.

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