Introduction & Rationale

Human beings are both rational and moral beings. As rational beings, we have the capacity to understand, think, analyze, and reflect. As moral beings, we have the ability to make moral judgments and choices. Moral predicaments abound. Thus, as we navigate life in societies, it is not surprising to find ourselves in the midst of situations where we are summoned to make moral reflections and choices. There may be instances when even as mere spectators, we make moral positions, judgments, and remarks on decisions and actions of other people who are embroiled in moral arguments or situations. People weighing in on moral issues that involve strangers is not an unusual scenario. As thinking moral beings, discerning right from wrong in situations that challenge our moral fabric becomes a typical preoccupation.

The moral problems that we face can come in different forms and magnitudes. While some prove to be more manageable, others are indeed highly complex. Moral decisions dealing with the former may not have as much impact on the parties involved while stakes may be higher in the case of the latter. Living amidst these different moral circumstances prompts the challenge to our rationality and morality, pushing us to take on the task of finding, through reason, the best moral principle that can direct our steps towards the attainment of the good life.

In the face of continuing problems that beset the world, from worsening poverty to the climate crisis, the value of surfacing conversations about these moral principles that dissect social issues become more pronounced. The university is not shielded or in any way immune to the existence of similar challenges. From the threat of fake news and disinformation, misuse of artificial intelligence to facilitate intellectual dishonesty, persisting issues of sexual harassment and discrimination, to other problems from the personal to the social, all underscore the value of having a strong grounding on ethics.

It is within these reflections about the vital role of ethics, given the above-mentioned contexts, that the Office of the Vice Chancellor for Academic Affairs conceptualized the project **Introduksyon Sa Integridad Pang-akademya (ISIP)**, a set of modules for incoming first year students of the University of the Philippines Diliman.

These modules primarily aim to provide students with reference materials that introduce the broad field of ethics towards the larger goal of inculcating its relevance and application to everyday life. As students begin their journeys to complete their chosen degree

programs and start facing the challenges of university life, we strive to also cultivate academic integrity as a cornerstone of the students' lived experience.

ISIP proceeds in five parts, with modules building on one another. The first part, "Building Blocks: The Basics of Ethics" sets the foundations of ISIP by providing brief discussions and exercises about ethics. By introducing key thinkers that influenced the development of definitions, concepts, and debates about Ethics and Moral Philosophy, this module highlights the complexity of ethics and underscores the relevance of understanding its historical development as a field of inquiry. The second part, "Situating Ethics in a University Setting: Academic Integrity" along with the third part, "UP Principles of Research and Academic Integrity" further the contextualization of ethics and cover its application in the academic setting of a university. The second module locates ethics in the University setting by introducing the notion of Academic Integrity. This goes with a discussion of the associated values that an academic institution such as UP endeavor to foster in its community of students, researchers, teachers, administrators, and personnel. These values are rendered more prominent in the third module where the UP's principles of research integrity are highlighted. This third module provides the necessary transition to the fourth and fifth module where the practical application and real-world scenarios are presented.

The fourth module, "Academic Integrity Breach: Research Misconduct" shows the dangers and threats to upholding the values and ethical principles provided by the first three modules. Through a sampling of various ways misconduct in research is committed, the module shows how moral dilemmas become acute as the erosion of moral principles and breach of ethics also become real. The fifth module, "Safeguarding Academic Integrity: Ethics in Research and other Academic Pursuits" constitutes the core of ISIP. In this module, the main objectives of the project culminate in the introduction of ways to safeguard academic integrity. It reminds the students that choices and decisions that safeguard academic integrity are part and parcel of every step in any academic pursuit. The discussions in the module also make a point to reiterate that safeguarding academic integrity is a responsibility not only of students but is a task that calls on the university and academic community to maintain actively and collaboratively.

After going through ISIP, we hope that the careful use of the modules will help students to choose and clearly define the set of values that will help them in their life as a UP student and beyond. Ultimately, we seek to contribute to the students' growth and help prepare them in their journey to develop their own concept of a good and a moral life as they spend meaningful years of their life in the university.