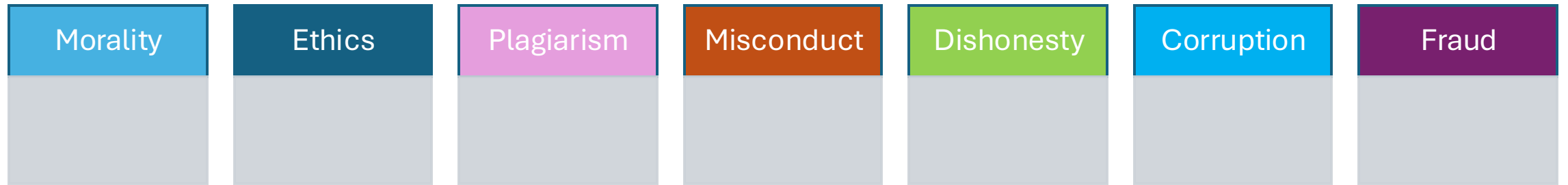


Institutional Integrity: From Students to Governors and Beyond

Dr Irene Glendinning

Independent Researcher, based in United Kingdom

Why Institutional Integrity?



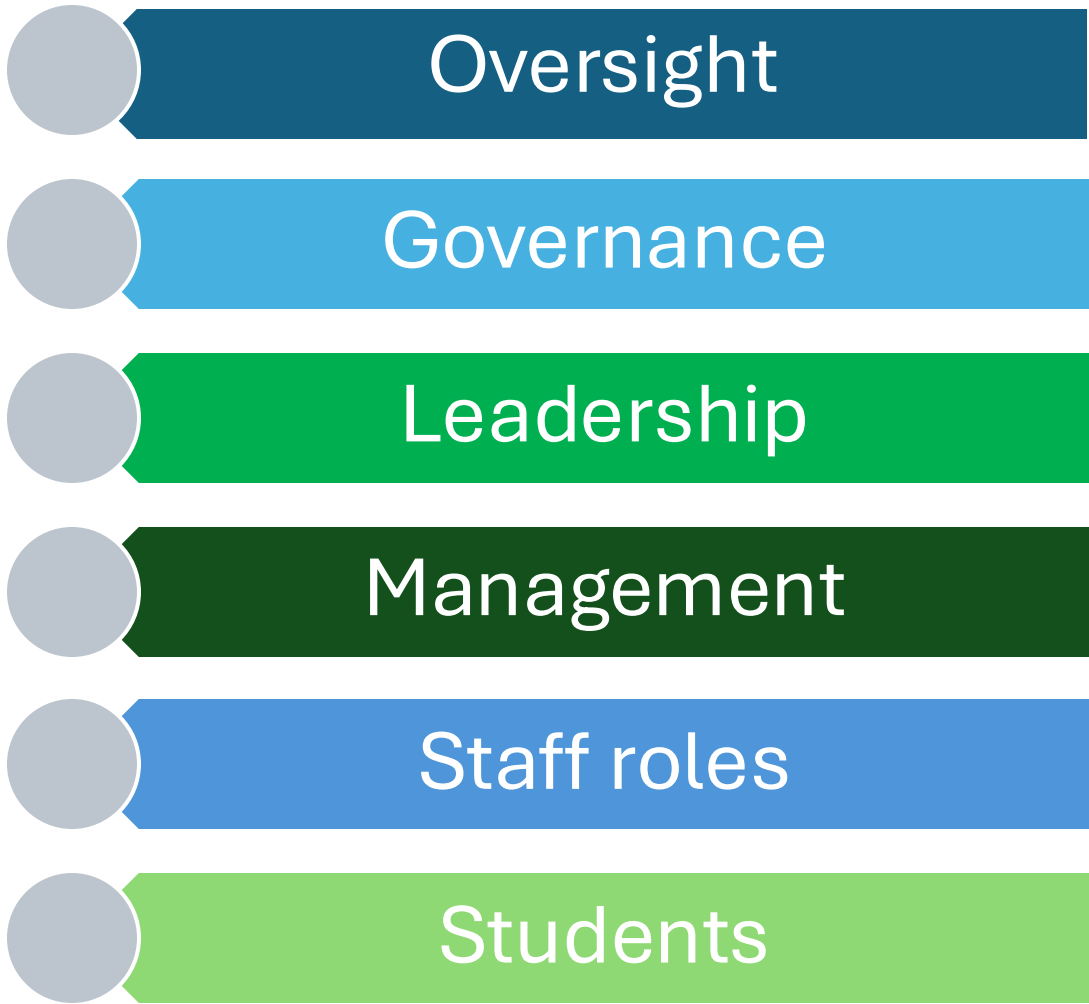
- Takes a “big picture” approach
- Encapsulates both academic and research integrity
- Moves towards consistency in use of [positive] terminology
- What is missing is a common EHEA:
 - framework for institutional policies on integrity
 - understanding within and across institutions
 - understanding between different institutions
 - understanding across the EHEA
 - conversation across educational levels

Why - from Students to Governors?

Every person within an institution is responsible for integrity ...

Why - and Beyond?

Those external to an institution can exert influence and promote positive change



Responsibility for and commitment to Institutional Integrity applies at every level

Why invest in integrity?

What big problems are we trying to solve?

- Administrative functions
- Appointment and promotion of staff
- Recruitment and admission of students
- Education and assessment of students
- Award of credit and qualifications
- Funding and conduct of research
- Publication and dissemination of research

Institutional Integrity applies to all operational areas to address corruption and questionable conduct (Glendinning, Orim, King, 2019)

Corruption in oversight and governance of HEIs

- Political interference in HE / institutional governance (eg Australia, Brazil, Hungary, Germany, Poland, Russia, Turkey and USA)
- University leaders and professors appointed, promoted using fake or undeserved academic qualifications – impacts on next generation (eg Russia, parts of Africa, Balkans, Pakistan, China, Romania)
- Financial mismanagement of HEIs, procurement, ignoring conflicts of interest (eg Russia, India, UK)
- In-breeding, nepotism: HE providers favoring appointing their own graduates (eg Balkans, Russia) can perpetuate poor practices
- Undeclared conflicts of interest
- Grade inflation eg policy manipulation, assessment standards

'Pervasive censorship' at UK campuses in China, claims report

Chinese Communist Party control of joint ventures potentially violating UK equality and free speech laws, warns thinktank

Published on October 22, 2025

Last updated October 22, 2025

[Tash Mosheim](#)

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[https://www.timeshighereducation.com/news/pervasive-censorship-uk-campuses-china-claims-report?](https://www.timeshighereducation.com/news/pervasive-censorship-uk-campuses-china-claims-report?utm_source=newsletter&utm_medium=email&utm_campaign=editorial-daily&spMailingID=32037236&spUserID=MTAxNzc0NDA3MjI4NwS2&spJobID=2811457850&spReportId=Mjg1MTQ1Nzg1MAS2)

[utm_source=newsletter&utm_medium=email&utm_campaign=editorial-daily&spMailingID=32037236&spUserID=MTAxNzc0NDA3MjI4NwS2&spJobID=2811457850&spReportId=Mjg1MTQ1Nzg1MAS2](https://www.timeshighereducation.com/news/pervasive-censorship-uk-campuses-china-claims-report?utm_source=newsletter&utm_medium=email&utm_campaign=editorial-daily&spMailingID=32037236&spUserID=MTAxNzc0NDA3MjI4NwS2&spJobID=2811457850&spReportId=Mjg1MTQ1Nzg1MAS2)

UK universities' campuses in China may have breached equality and free speech laws because of "pervasive" Chinese Communist Party (CCP) control, according to a new report.

Thinktank the China Strategic Risks Institute (CSRI) said it had uncovered evidence of "large-scale" interference at 45 joint education institutes (JEs) operated



'Termite-like' hollowing of universities by Chinese

A UCL professor speaks out on Beijing after feeling pressured to drop a teaching exercise, **Georgia Lambert** writes

When Professor Michelle Shipworth began teaching a critical thinking

could be absolutely brilliant on the quantitative side of things, but they struggle with writing essays and critical evaluation.

"I just don't see for the life of me why they should have that disadvantage when that is just purely down to what their government doesn't want them to learn. Why should they have that disadvantage when they come to study in the UK?"

Shipworth, who grew up in South

The Times, Friday October 7, 2025, p. 11

Events reported recently at UCL and Sheffield Hallam University, UK demonstrate that Chinese influences on UK institutions are leading to restrictions both education and research, reported through Chinese student informers. UK institutions are being pressured to comply with the demands of the Chinese authorities and these two institutions have both succumbed to that pressure.

Corruption in the teaching role

- Various drivers, eg financial (institution or personal), student retention & attainment stats, league tables, publish or perish (eg India, Kosovo, Lithuania)
- Job precarity, insecurity & casualization, low pay > poor quality teaching and student experience
- Nepotism, favouritism in rewards, appointments and promotion
- Bullying, sexual harassment eg sexual favours for higher grades
- Demanding / receiving bribes and favours
- Failure to report breaches of integrity

Corruption in admissions & recruitment

- Favouritism in admissions (eg by officials in Japan, Slovakia)
- Systematic fraud in admissions (eg Investigative journalism exposed work of agents in Australia, Canada, UK and USA)
- Presenting fake qualifications and evidence – sometimes linked to essay mills and contract cheating
- Bribery or favours in exchange for admission of underqualified applicants

UPJŠ's Medical Faculty accused of corruption

POLICE in December pressed charges against five persons for alleged corruption concerning admission tests and semester exams at Pavol Jozef Šafárik University's (UPJŠ) Medical Faculty.

S Compiled by Spectator staff

+ FOLLOW WRITER



Published in the Slovak Spectator 18th Feb 2016, concerns university staff demanding bribes of “at least € 1,500” for guaranteeing that medical students pass exam and tests.

Also documents allegations of a €12,000 bribe for an applicant to be accepted to the medical faculty, which the accused denied.

Corruption in credentials and qualifications

- Affects both student admissions and staff appointments
- Degree mills, bogus institutions
- Fake degree certificates
- False, exaggerated statements in job applications
- Plagiarised / sub-standard doctoral theses leading to awards by prestigious universities (eg in Russia and Germany)
- Visa fraud through admissions and appointments

< [Prev article](#)

Immigration

Traffickers used Canadian visas to smuggle Indians

More than 260 higher education institutions have been recruited in a scheme moving thousands of Indians across the US border on Canadian study visas.



by **Beth Kennedy**

December



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University

Send Message

Corruption in student assessment

- Where student cheating seen as “culturally acceptable” – how to break this cycle?
- Contract cheating - many students don't do their own work, whether or not this is identified
- Essay mills blackmailing student customers, selling their data, etc.
- Generative AI used inappropriately by students
- Misconduct and corruption by students ignored or not identified by lecturers, examiners, proctors etc.
- Lecturers complicit in student cheating in return for favours

Research | [Open access](#) | Published: 27 October 2025

Academic misconduct and artificial intelligence use by medical students, interns and PhD students in Ukraine: a cross-sectional study

[Lesya Lymar](#) , [Iurii Kuchyn](#), [Kateryna Bielka](#) & [Livia Puljak](#) 

BMC Medical Education **25**, Article number: 1496 (2025) | [Cite this article](#)

139 Accesses | **1** Altmetric | [Metrics](#)

244 medical students, interns and PhD candidates participated in online survey
84% said they use GenAI for academic purposes
14% use GenAI for writing essays
9% admitted submitting pre-written assignments
51% reported cheating on tests previously

Corruption in scientific research

- Fake “research” submitted for publishing
- FFP – Fabrication, Falsification, Plagiarism
- Unethical and questionable research practices
- Bullying, harassment of (junior) colleagues and students
- Undeclared conflicts of interest, eg involving funding sources
- Researchers not complying with ethical approval conditions

 Rapid response to:

Threat of imposter participants in health research

BMJ 2025 ; 391 doi: <https://doi.org/10.1136/bmj.r2128> (Published 15 October 2025)

Cite this as: *BMJ* 2025;391:r2128

[Article](#)[Related content](#)[Article metrics](#)[Rapid responses](#)[Response](#)

Rapid Response:

Re: Threat of imposter participants in health research

Dear Editor, the growing problem of imposter participants extends beyond quantitative research to qualitative research yet validated guidance on how to identify and tackle it is lacking. In our recent paper, we collaborated as a multidisciplinary team of three separate qualitative research groups that experienced fraudulent participation, a patient representative, a bioethicist, a legal expert, a journal deputy editor, and a chief executive of a national charity to develop guidance on how to identify and prevent imposter participants in online qualitative research.[1] The Prevent FRAudulent Online STudy participation (P-FROST) recommendations provide advice on (1) Study set-up (including team members and study design), (2) Monetary incentives and recruitment, (3) Data collection (screening and interview considerations), and (4) Analysis, reporting, and support. These recommendations contribute toward an evolving conversation to ensure that convenient online recruitment methodology is not at the expense of data quality. These recommendations are not a panacea; implementing them alone cannot guarantee the eligibility of all

26 October 2025

Khaylen Mistry

Dermatology Registrar

Nick J Levell, Zoe C Venables

Norfolk and Norwich University Hospital and Foundation Trust

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Norwich, Norfolk, England, NR4 7UY

[@khaylen_mistry](#)

Corruption in scholarly publishing

- Massive rise in submissions to academic journals
 - Poor quality submissions
 - Authorship for sale
 - AI generated papers
 - FFP: Fabrication, Falsification, Plagiarism
- Peer review undermined by corruption and scams
- Pay for citations
- Huge numbers of retractions from reputable journals
- “Predatory” publishing, hijacked and cloned journals

OCT 28, 2025

Academic journals have a fraud problem

From fraudulent research coming out of paper mills, to data fabrication showing up in published papers, academic journals have a quality control issue on their hands.

Economy | by Kai Ryssdal and Sarah Leeson

▶ LISTEN NOW

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"Peer review is not really designed to catch fraud," said Dr. Elisabeth Bik. "It's designed from sort of the idea that the data that you're reviewing as a peer reviewer is real." *Ezra Acayan/Getty Images*

[Market place interview with Elisabeth Bik](#)

HUMANS

PUBLISHED DECEMBER 19, 2023

2 140

10,000 Research Papers Were Retracted In 2023, Breaking Annual Records

The rise of fake papers is really concerning, but the fact they are being retracted shows the scientific publishing world is alive to the issue.



DR. RUSSELL MOUL



Science Writer

Russell has a PhD in the history of medicine, violence, and colonialism. His research has explored topics including ethics, science governance, and medical involvement in violent contexts. [View full profile](#)



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[Link to article by Russell Moul, December 2023, IFL Science](#)

A look back at 2024 at Retraction Watch, and forward to 2025

If 2024 felt like a whirlwind, you're not alone. It was another busy one here at Retraction Watch, too.

Some numbers to tell that story:

- 2024 was a record traffic year for us, with 7.5 million pageviews – a 15 per cent jump from the previous record, set in 2015, thanks to a scoop some longtime readers may remember.
- Here's our top 10 list by traffic (in a thread over at Bluesky, which we joined in November).
- The Retraction Watch Database – now part of Crossref – has just shy of 55,000 retraction entries, and counting.



December 20, 2024,

<https://retractionwatch.com/2024/>

“The Retraction Watch Database ... has just shy of 55,000 entries and counting”

Review mill in Italy targeting ob-gyn journals, researchers allege

[Avery Orrall. \(2025, Nov. 4\). Retraction Watch](#)

medRxiv

THE PREPRINT SERVER FOR HEALTH SCIENCES

 Follow this preprint

Gaming the peer review system: a sophisticated review mill in medicine highlights the need to ensure reviewer integrity

 M. Ángeles Oviedo-García,  René Aquarius,  Dorothy V. M. Bishop

doi: <https://doi.org/10.1101/2025.10.20.25338343>

This article is a preprint and has not been peer-reviewed [what does this mean?]. It reports new medical research that has yet to be evaluated and so should not be used to guide clinical practice.

“**Background** A review mill is a network of researchers who game the peer review system to apparently boost their citations. Members write generic review reports containing suggestions for citations to the work of those in the review mill. Here we report compelling evidence for a review mill in the field of gynecologic oncology.”

“all [9] members of the review mill were medical doctors with hospital and academic affiliations in Italy”(p.13)

Reviewer 9 has very many editorships and 2,901 verified reviews.

Oviedo-Garcia, Aquarius & Bishop (2025, Oct 3). Gaming the peer review system: a sophisticated review mill in medicine highlights the need to ensure reviewer integrity. Preprint on medRxiv.
<https://doi.org/10.1101/2025.10.20.25338343>

What actions can be taken to address these problems?

What can make a difference?

INSTITUTIONAL INTEGRITY STRATEGY

QUALITY ASSURANCE

Staff integrity
Leadership
Training, updates
Guidance notes
Central support unit
Resourcing
Code of conduct

Teaching, learning and assessment
Pedagogy
Assessment design
Deterrence measures
Communication
Teacher as role model

Ethical approval
Staff, student & supervisor training
Ethics lead / panel
Ethics approval process & system
Monitoring compliance

Academic and research integrity breaches
Generating evidence
Raising an allegation
Recording cases
Use of technology
Roles and responsibilities

Periodic review
Research
Networking
Change management
Consulting, buy-in
Communicating
Implementing

Students: Academic & research integrity
Education throughout the student journey
Clearly worded guidance, Code of conduct
Academic writing and study skills
Support, Duty of care, Safeguarding
Equality, Inclusion, Student circumstances
Student leadership, Representation
Students as partners

Researchers:
Supervision
Research regulations
Funding sources
Training, education
Protocols for research accountability, dissemination & publishing

Academic & research integrity procedures
Viva voce
Hearing, Adjudication
Mandatory training
Standard sanctions
Recording outcomes
Notification
Closing the loop
Appeal process

On-going monitoring
Statistical analysis
Reviewing, awareness
Researching, pro-activity, Risk register
Annual reporting
Enhancement
Managing change

Academic and General regulations
Staff appointments, rewards, promotion
Assessment rules
Integrity, whistle-blowing policies
Awards, Definitions,

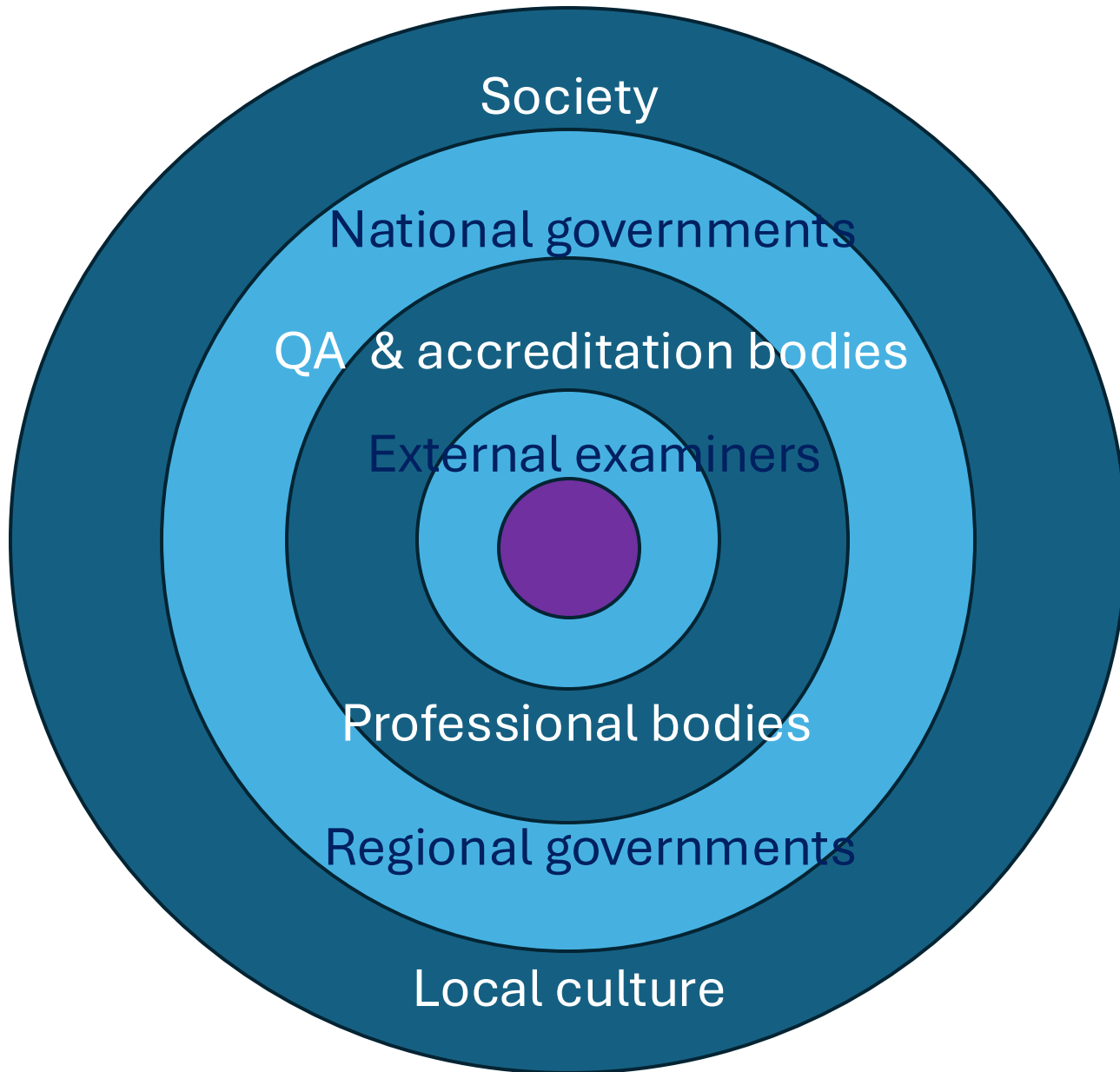
Student admission & recruitment
Agent training
English testing
Qualifications checks
Diagnostic testing

Integrity threats
Blocking & monitoring essay mill advertising & tutoring sites
Misuse of AI
Reporting threats
Hacking prevention

ACADEMIC STANDARDS

INTEGRITY BREACHES

THE BIG PICTURE, Adapted from: SCOPE OF ACADEMIC & RESEARCH INTEGRITY POLICIES (Glendinning, 2022, p. 208.)



External influences on institutional integrity

International bodies, networks and organisations concerned with

- Quality and standards in education
- Anti corruption, anti fraud
- Democracy and academic freedom
- Ethics and integrity
- Research integrity
- Scholarly publishing
- Research funding

Governance Assurance Matrix for Academic Integrity (GAMAI)

Andrews & Glendinning (2023) - Research questions:

- What attributes indicate the maturity of institutional strategies for academic and research integrity?
- How can a governing body know how well the academic and research integrity strategy is working in their institution?

Four Dimensions of GAMAI:

- Driving integrity (8 elements)
- Enabling a culture of integrity (4 elements)
- Responding to integrity threats (3 elements)
- Evaluating and assuring the efficacy of institutional strategies and processes (2 elements)

(Andrews & Glendinning, 2023; Glendinning & Andrews, 2025)

Governance Assurance Matrix for Academic Integrity (GAMAI)

Driving Integrity

Element	Absent	Ad Hoc	Developing	Established	Assured and Evaluated	Independently Scrutinised
Leadership and staff integrity	<p>The institutional leaders have little or no interest in developing a culture of integrity. There is a general assumption that only students are responsible for academic misconduct. The institutional leaders and senior staff do not demonstrate commitment to integrity in their own conduct.</p> <p>Institutional guidance and policies on staff conduct fail to address forms of misconduct by staff, including academic dishonesty, bribery or corruption.</p> <p>Appointment of staff (any level) is often not merit based, equitable and transparent and may include nepotism, "in-breeding", undeclared conflicts of interest and sometimes appointment of unsuitable staff.</p> <p>Measures to improve institutional rankings and reputation put academic staff under undue pressure to apply for funding and publish their research.</p>	<p>At least some of the institutional leaders understand that integrity is important, but few or no measures have been taken to date to formalise policies. Academic integrity mainly focuses on academic misconduct by students. The institutional leaders and senior staff do not always demonstrate commitment to integrity in their own conduct.</p> <p>Institutional guidance and policies on staff conduct fail to fully address forms of misconduct by staff, including academic dishonesty, bribery or corruption.</p> <p>The lack of policies that ensure equitable and transparent appointment of staff (any level), or failure to adhere to such policies, can lead to nepotism, "in-breeding", undeclared conflicts of interest and sometimes appointment of unsuitable staff.</p> <p>Measures to improve institutional rankings and reputation put academic staff under undue pressure to apply for funding and publish their research.</p>	<p>There is a clear understanding that integrity (academic, research, personal) is a requirement for every member of the institutional community. Institutional leaders and senior staff respect and model integrity.</p> <p>There are policies relating to staff conduct, including academic dishonesty, bribery and corruption.</p> <p>However, compliance is assumed rather than tested.</p> <p>There may be some training provided to academic and professional staff however participation is voluntary and evidence of participation is either not available or indicates low levels of engagement by staff.</p> <p>The appointment process for staff is generally fair, but not always adhered to, potentially resulting in some of the characteristics under lower levels of maturity.</p> <p>There is awareness about staff workloads and the "publish or perish" pressure on academic staff. Measures are being planned to address this.</p>	<p>There is a clear understanding that integrity (academic, research, personal) is a requirement for every member of the institutional community. Institutional leaders and senior staff respect and model integrity.</p> <p>There are comprehensive policies relating to staff conduct, including academic dishonesty, bribery and corruption.</p> <p>Compliance with policies is monitored to some degree.</p> <p>Comprehensive training is provided to academic and professional staff and participation is mandatory.</p> <p>The appointment process for staff is fair and processes have been established to support consistent and transparent application.</p> <p>There is awareness about staff workloads and the "publish or perish" pressure on academic staff. Measures are in place to address this and to counter any unintended side-effects.</p>	<p>The requirement for integrity (academic, research, personal) is understood and taken seriously by all staff, including institutional leaders.</p> <p>There are clear, accessible and rigorous policies relating to staff conduct, including academic dishonesty, bribery and corruption. Audits of the policy confirm widespread compliance. The management and enhancement of policies is embedded within quality assurance processes and regular review and evaluation of key policy provisions provides assurance as to their efficacy, consistency, transparency and fairness.</p> <p>Staff are required to undertake training and development to ensure they lead by example in terms of academic integrity and professionalism.</p> <p>There is clear evidence that the majority of staff participate in the training and development opportunities provided. Feedback on the quality, relevance and effectiveness of training and professional development is routinely collected and used to inform improvements.</p> <p>There is rigorous attention to detail when appointing staff, to ensure that the most worthy applicant is appointed, with fairness, equity and transparency. Periodic audits confirm adherence to policies and procedures for appointments.</p> <p>Welfare of all staff is paramount; academic staff roles are designed to ensure they have adequate resources to fulfil all their duties and obligations, including those relating to integrity.</p>	<p>Reporting to governance bodies provides insights into the adequacy of key inputs, the completion of key activities, and the achievement of key outcomes. Findings from evaluative activities and audits are also shared. The governance bodies carefully scrutinise the information provided and where necessary actively follow up on evidence presented.</p> <p>Collectively this reporting enables independent scrutiny, monitoring and strategic decision making to mature the integrity of the institution.</p>

Matrix showing first element of the first Dimension: Driving Integrity - Leadership and staff Integrity

The text in the six columns describes characteristics of different levels of maturity:

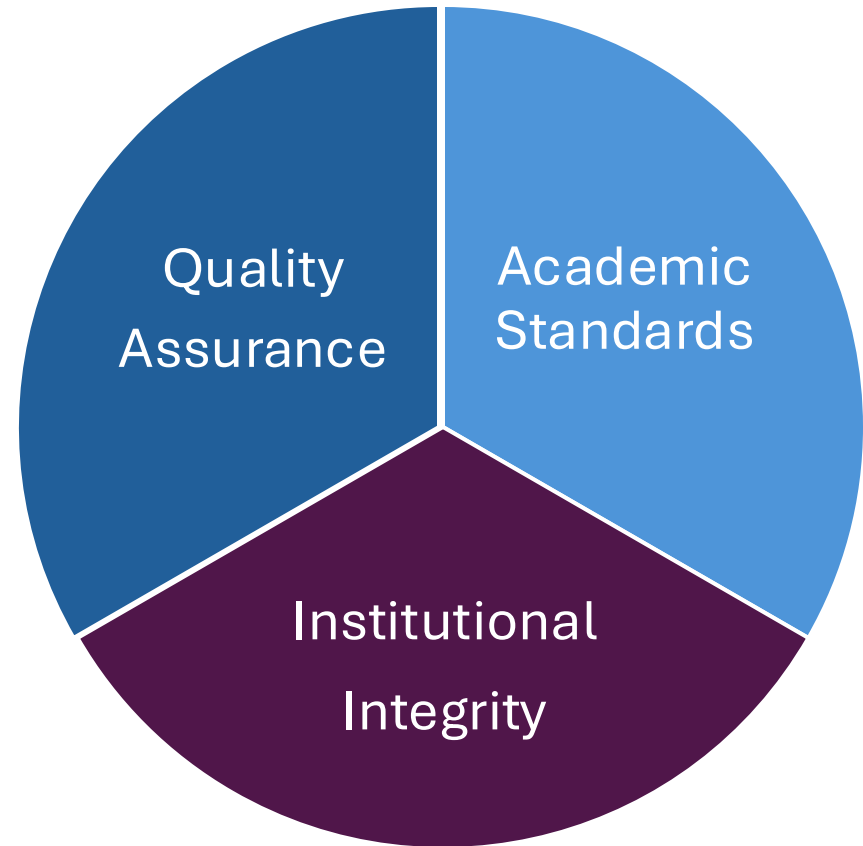
Absent; Ad hoc; Developing; Established; Assured and Evaluated; Independently Scrutinised.

The matrix is designed to be used for institutional self-evaluation by a Board of Governors or Senate;

But could also be used for external scrutiny. (Andrews & Glendinning, 2023; Glendinning & Andrews, 2025)

Linking integrity to quality and standards

- Integrity underpins quality and standards
- Everyone within the HE sector is responsible for integrity
- Institutional leadership is essential
- Communication and training
- See students / learners as partners
- Regular monitoring and reviews



(Adapted from Glendinning, 2023)

Skills relating to institutional integrity

Study topic themes

Study skills, expectations	Evaluating & using sources	Language & communication skills	Interpreting text-matching reports	Collecting information, note-taking
Writing for academic purposes	Research skills	Reporting academic dishonesty	Referencing & citation	Rhetoric
Critical thinking	Editing, reviewing, summarising	Exam protocol	Digital literacy	Academic integrity
Managing and protecting data	Ethical conduct and approval	Paraphrasing	Data collection methods & protocols	Analysis and interpretation
Employability and professional skills	Time and project management	Effective team-working	Interview skills	Literacy on transformative and generative AI tools
	Numeracy	Giving and responding to feedback	Avoiding academic misconduct allegations	

(adapted from
Glendinning, 2022)

Study and assessment skills

Writing and referencing skills

Academic & research integrity

Creativity

Research skills

Preparing for future work & study

TEQSA released the guidance notes: **Assessment Reform for the Age of Artificial Intelligence** in November 2023 to provide “a compass”, to offer “principles and propositions to guide institution in developing an approach to gen AI and assessment”.

“Building on TEQSA’s work to date and the **institutional action plans submitted by all Australian higher education providers in July 2024**, this resource brings together principles and practice to outline the rationales, advantages and disadvantages of each approach.”

An example of proactivity and effective leadership
[TEQSA \(2025, September\).Enacting assessment reform in a time of artificial intelligence.](#)



Australian Government

Tertiary Education Quality and Standards Agency

Enacting assessment reform in a time of artificial intelligence

September 2025

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Summary

- Take a big picture view of integrity
- Learn from the success of others
- Network, collaborate, share successes and failures globally
- Develop common standards and systems
- Develop, promote, apply reliable tools to monitor and enhance
- Apply at all educational levels, not just higher education
- On-going training, skills development
- Provide effective leadership – all levels
- Be proactive, consult, involve, listen

Please share your
thoughts and questions

Thanks for listening – ireneglendinginng@gmail.com

