



Chapter 1: Governance, Leadership and Quality	
Affirmations & Recommendations	Responsibility and Actions
<p>Recommendation 1 <i>Strategic Planning</i> <i>Ref: Report s.1.7.1, pp.12-13</i></p> <p>AUQA recommends that the University of Sydney establish a comprehensive planning framework that sets out clear expectations for plans at different levels, including how they interrelate, and that appropriate assistance be provided to the managers responsible for the developing, implementing and reporting against the plans.</p>	<p>Responsibility: CFO and DVC (Infrastructure)</p> <p>Actions:</p> <ul style="list-style-type: none"> • Institutional planning model developed • Adoption of the University’s <u>Strategic Directions 2006-2010</u> • Budget, Planning and Capital Management Board (BPAC) established in 2005 and renamed Financial Strategy Board in 2006 • 3 year forecast and planning established as part of the 2006 Budget process • A comprehensive suite of templates and self-help tools to assist in plan formulation and preparation developed • Faculty planning and budget framework aligns with University’s <u>Strategic Directions 2006-2010</u> • Key aspects of the ICT 2005-2009 Strategic Plan and University Enterprise Architecture adopted and implemented • Implementation of Hyperion management tool (July 2005) • 2006-2008 ICT Strategic Plan aligned to the <u>Strategic Directions 2006-2010</u> document • Capital planning has been improved through the Infrastructure Advisory Committee (IAC) and the relevant Boards of Management • Campus Property and Services Management Plan aligns with the University’s <u>Strategic Directions 2006-2010</u> document • University Library Strategic Plan aligns with the University’s <u>Strategic Directions 2006-2010</u>



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<p>Affirmation 1 <i>Management Information</i> <i>Ref: Report s.1.7.4, p.14</i> AUQA affirms the need for the University of Sydney to improve its systems for determining and collecting useful management information and making it available to targeted users</p>	<p>Responsibility: CFO and DVC (Infrastructure)</p> <p>Actions: Since December 2004, the University has made considerable progress towards improving the quality and accessibility of management reporting. This includes identifying key performance indicators and required management information, as well as the most effective technology and processes for delivering that information to management.</p> <p>To this end, discrete but related projects are governed, scoped and co-ordinated through the Management Reporting Board and are at various stages of implementation. Projects include:</p> <ul style="list-style-type: none"> • Identification of key performance indicators and requirement management reporting <ul style="list-style-type: none"> ○ Strategic planning – University wide, Senate, Faculty, including promulgation of University strategic plan in 4th quarter 2005 ○ The Bluebook: detailing 128 specific Key Performance Indicators is being mapped to the eight pillars of the University’s Strategic Direction 2006-2010. This includes determining the most effective delivery mechanism and calculation methodology. ○ Revised HR procedures include standard reporting requirements¹ for key processes (June 2005) ○ Revised Finance procedures to include standard reporting requirements¹ for key processes (May 2005) ○ Work commenced on planned enterprise-wide cross platform management reporting ○ Campus Property & Services are developing the University’s annual Environmental/ Sustainability Report Card (ongoing) • Effective technology and processes:

¹ Part of Delegations of Authority project



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	<ul style="list-style-type: none"> ○ Roll-out of management reporting system (Hyperion) for Finance and student information <ul style="list-style-type: none"> ▪ Implementation of Student Information System (FlexSIS 6.5) for international student data reporting (January 2005) ▪ Identification and provision to managers of standardised, regular finance reports of performance against agreed performance indicators (September 2005) ▪ Incorporation of local needs for management information into specifically designed financial reports. For example, individual reports to meet research project needs (November 2005), and a process to streamline and better account for ARC acquittals (February 2006) ▪ Prototype for delivering student related data (from Flexsis) into the management reporting framework completed, for roll-out in December 2006. ▪ Business requirements analysis for workforce planning tool to predict and analyse workforce and related costs (planned implementation 2007) ▪ Hyperion version 4 upgrade (June 2006) ○ Planned HR system implementation to include self-service functionality for personal data and management reporting (January 2007) ○ University Systems Structure project to improve management reporting across IT platforms² through greater parity in data sets across IT systems, and improved system interfaces. ○ PeopleSoft Financials version 8.9 implementation, providing web-based delivery (June 2006)

² See: The University of Sydney Organisational Structure Governance and Processes for Management: 29/11/04, V0.2



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<p>Recommendation 2 <i>Student Representation</i> <i>Ref: Report s.1.8, p.14</i> AUQA recommends that the University of Sydney improve coordination of student representation on University boards and committees, in order to improve the effectiveness of student input into University deliberations.</p>	<p>Responsibility: Registrar</p> <p>Actions: Student representation on University boards and committees is coordinated by;</p> <ol style="list-style-type: none"> 1. Informing Students <ul style="list-style-type: none"> • Academic Board and faculty elections promoted on Student Portal (07/05 and again 02/06) 2. Encouraging Students to participate <ul style="list-style-type: none"> • A pamphlet outlining the personal benefits of participating on University boards and committees distribution to all faculties to provide to their students (22/02/06) • Deans advised of their power to co-opt student representatives to faculty committees (10/05) 3. Managing the Electoral Process <ul style="list-style-type: none"> • Academic Governance Rule amended to change/simplify nominating procedures for students (05/12/05) • Ongoing induction and support to students elected to University committees



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<p>Recommendation 3 <i>Audit and Risk Management Committee</i> <i>Ref: Report s.1.9.1, p.15</i> AUQA recommends that the University of Sydney develop a systematic approach to risk management that includes, <i>inter alia</i>, periodic executive-level reporting of all major strategic and operational risks and risk mitigation strategies.</p>	<p>Responsibility: CFO and DVC (Infrastructure)</p> <p>Actions: Following the AUQA audit and report, the University has improved governance of risk management by revising the Terms of Reference for the Audit and Risk Management Committee (March 2006). (See http://www.usyd.edu.au/senate/committees/auditTofR.shtml) In particular, Senate considered that the Terms of Reference be modified to enable the Committee to implement a more focussed approach to capturing aspects of compliance. The new Terms of Reference provide also the opportunity to expand the Committee's scope to capture the risk elements identified by AUQA and Research acquittal reporting.</p> <p>Concurrent with the review of governance structures, the University has:</p> <ul style="list-style-type: none"> • developed a Risk Management framework which identifies the following key risks and rates accordingly: <ul style="list-style-type: none"> ○ Strategic Risks – events that impact on the University ○ Operational Risks – events that impact on how the University implements strategy ○ Financial Risk – events that impact on funding/revenue sources or expenditure ○ Infrastructure and Resources Risks – events that impact on facilitation of operations and activities ○ External Environmental Risks – events outside the control of the University that impact on operations, activities and goals of the University • Approved and promulgated an Information Security Policy (June 2006) as the basis for ensuring a systemic approach to ICT risk management • Attained an EPA License



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	<ul style="list-style-type: none">• Commenced an environmental risk assessment of all campuses using ANU and CSIRO methodology• Developed a risk management strategy for Library collections



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<p>Recommendation 4 <i>Business Continuity Planning</i> <i>Ref: Report s.1.9.3, p.15</i> AUQA recommends that the University of Sydney develop and embed systems for ensuring effective business continuity across all major areas of activity.</p>	<p>Responsibility: CFO and DVC (Infrastructure)</p> <p>Actions: To ensure appropriate business continuity planning the University has developed a Risk Management Framework (see Recommendation 3) as the basis of determining and prioritising key initiatives and plans. Based on this framework the University:</p> <ul style="list-style-type: none"> • is developing a Business Continuity Plan; including a University-wide program to assist management and staff to understand the execution of the Business Continuity Plan, and periodic testing to ensure the Plan can be implemented in emergency situations • is revising the existing Disaster Recovery Plan to address University key risk areas • will develop a Crisis Management Plan to supplement the existing Site Emergency Management Plan <p>Initiatives:</p> <ul style="list-style-type: none"> • ICT strategy to drive increased use of central IT facilities, to ensure appropriate back-up regime, including: <ul style="list-style-type: none"> ○ the use of shared network drives for the storage of corporate systems and data ○ email standardisation project to migrate faculties to the central mail server ○ roll-out of the Content Management System • External Security Assessment completed and being used to assess appropriate network redesign, and as part of the review of the Disaster Recovery Plan • Preliminary ICT Disaster Recovery testing undertaken successfully, with a series of continuing tests planned • Campus Property and Services (CPS) have implemented a Utilities Information System, in order to manage water, gas & electrical utilities on all campuses.



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	<ul style="list-style-type: none">• CPS is consciously improving the documentation of building floor & services plans as well as site surveys and underground services, which can be used in case of emergencies for shutdown procedures as well as recovery plans.• CPS is documenting, with assistance of ICT, the optic fibre backbone as well as voice and data networks.• The ARCHIBUS/FM system now underpins the Campus Property and Services Facilities Management Information System. the Project Information Management System (PIMS) for financial management of capital works, the eService Desk for lodgement & management of facilities related on demand work requests, the Online Access Map to assist people with disabilities in finding their way around the University campuses, the space module for space utilization and the Asset Management module are some of the functionalities running on the ARCHIBUS/FM platform.• The ARCHIBUS/FM system disaster recovery plan has been operational since November 2002 and has been tested successfully on number of occasions during that period both in planned and unplanned situations.



Chapter 2: Quality Teaching and Learning	
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<p>Affirmation 2 <i>Graduate Attributes and Outcomes</i> <i>Ref: Report s.2.6, p.23</i> AUQA affirms that the University of Sydney’s development and use of graduate attributes, for both undergraduate and postgraduate courses, is still in early stages and requires further attention.</p>	<p>Responsibility: Provost</p> <p>Actions:</p> <ul style="list-style-type: none"> • Graduate Attributes Project & Strategic Working Group, with representation from every faculty, established in the Institute for Teaching and Learning (ITL) • Policy ‘Generic Attributes of Graduates of the University of Sydney’ adopted by the Academic Board, Dec. 2004, requiring Unit of Study generic and specific goals to be linked to Graduate Attributes • Project commenced focus on implementation of the new policy in 2005/6 • Listserv established to increase communication about Graduate Attributes projects in faculties http://mailman.ucc.usyd.edu.au/mailman/listinfo/itl-gggproject • Case studies on curriculum development strategies to address graduate attributes have been collected and disseminated at http://www.itl.usyd.edu.au/GraduateAttributes/Foundation.cfm and http://www.itl.usyd.edu.au/GraduateAttributes/casestudies.cfm • Information on Faculty Teaching Improvement Fund (TIF) projects relating to Graduate Attributes and faculty assessment forums and workshops have been collected together at http://www.itl.usy.edu.au/GraduateAttributes/projects.cfm • Student portal http://www.itl.usyd.edu.au/GraduateAttributes/info_for_students.htm developed to provide students information about graduate attributes. It includes student interview sound bytes explaining graduate attributes and information about central workshops and programs on generic attributes for students. • Graduate Attributes Strategic Working Group is focusing on the development and alignment of learning outcomes & assessment of graduate attributes during 2006



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	<ul style="list-style-type: none">• Faculty specific workshops on writing learning outcomes to be offered by the Working Group in 2006• Unit of study quality assurance surveys (USE) used to monitor development of graduate attributes in units of study from 2005 (item 3) and new scale developed for institutional quality assurance surveys to monitor development in courses (SCEQ) in 2005 (items 36,37,39,42 & 48) http://www.itl.usyd.edu.au/SCEQ/secure/RRR.cfm• Work is commencing on the development of a statement of attributes of graduates of Research Higher Degrees and Postgraduate Coursework degrees



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<p>Recommendation 5 <i>Graduate Attributes and Outcomes</i> <i>Ref: Report s.2.5, p.23</i> AUQA recommends that the University of Sydney enhance its linkages with employers in order to obtain feedback systematically in relation to graduate outcomes.</p>	<p>Responsibility: Provost</p> <p>Actions:</p> <ul style="list-style-type: none"> • Faculty statements of graduate attributes developed in consultation with relevant employer groups and graduates (http://www.itl.usyd.edu.au/GraduateAttributes/externalcons.cfm) • A new position of Industry Liaison Manager has been created in the Careers Centre to focus on employer liaison • Industry Liaison Manager works with professional faculties who have Advisory Committees to improve relationships between faculties and employers • Professional faculties are monitored through evaluation of practicum and accreditation processes e.g. the quinquennial accreditation cycle of the BDent program requires feedback from employers on the quality of graduates in terms of clinical competence, interpersonal skills and professional conduct/capability • Development of a new internship model which will be piloted in Semester 2, 2006



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<p>Affirmation 3 <i>ICT in Teaching</i> <i>Ref: Report s.2.8, p.24</i> AUQA affirms the need for the University of Sydney to ensure that changes in a unit’s mode of delivery are subject to an approval process that addresses all resourcing and pedagogic implications.</p>	<p>Responsibility: Provost</p> <p>Actions:</p> <ul style="list-style-type: none"> • Academic Board approval is required for any substantial revision to the academic content of an award course, including adoption of a new mode of delivery in all or part of the course (See policy <u>Creation, variation and deletion of Award Courses and Units of Study 2 (2) ii</u>). This Policy is currently being reviewed and updated with a view to addressing resourcing and pedagogic implications related to changes in modes of delivery • A cross-University review of Post-Graduate coursework provision currently in progress also addresses resourcing and pedagogical issues • The policy <u>Quality Assurance and Learning Management Systems</u> was adopted by the Academic Board, December 2004. This ensures that a review of resourcing and pedagogic implications for courses embedding eLearning takes place systematically. • USyd eLearning Quality Assurance is in place through the “application to activate” process. This is one approval process that reviews resourcing and pedagogic implications. • An eLearning Review is underway which includes reference to resourcing and pedagogic issues • The review of the University’s Learning and Teaching Plan acknowledges the environmental impacts on pedagogy



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<p>Recommendation 6 <i>Study Flexibility</i> <i>Ref: Report s.2.12, pp.26-27</i> AUQA recommends that the University of Sydney review whether its course rules and associated administrative processes are sufficiently flexible to accommodate the needs of students.</p>	<p>Responsibility: Provost</p> <p>Actions:</p> <ul style="list-style-type: none"> • Flexible entry opportunities exist in Agriculture, Architecture, Arts, Engineering, Health Sciences, Nursing and Science. In addition some faculties allow flexible progression between degree programs e.g. between normal and advanced degrees, and between specialized and general degrees • The Admissions Sub-Committee of the Undergraduate Studies Committee of the Academic Board has Flexible Entry as a Standing Item on their Agenda • The Creation, Variation and Deletion of Award Courses and Units of Study policy was amended June 2005 to standardize credit point load for a Unit of Study at 6 credit points. It also defined student effort at a minimum of 1.5 – 2 hours per credit point. Academic flexibility is further increased by the absence of a tight mapping between courses and Units of Study • Monitoring and reporting to the Undergraduate Studies, Graduate Studies and the Learning and Teaching Committees of Academic Board • The Coursework Rule allows ten calendar years to complete an award course (Section 11 – Time Limits)



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<p>Affirmation 4 <i>Continuing Education</i> <i>Ref: Report s.2.14, pp.27-28</i> AUQA affirms the University's decision to establish a curriculum committee for the Centre for Continuing Education to ensure that the standard of courses offered through the Centre is commensurate with the University's good standing.</p>	<p>Responsibility: Provost Actions:</p> <ul style="list-style-type: none"> The Centre for Continuing Education's Advisory Committee strongly recommended that quality management of course presenters be handled through an improved internal process tracked and documented through the Centre's new Phoenix database. Requests for approval of prospective presenters are to be tabled at designated Strategic and Planning Committee meetings (comprising the Director and senior staff of the Centre). Any requests must be accompanied by documentation supporting the presenter's suitability to the program commensurate with the University's expectations. This process will be backed up by an evaluation system (now revised and improved in accordance with Institute of Teaching and Learning guidelines) providing a highly effective ongoing feedback mechanism for presenter management and quality assurance.



Chapter 4: Excellence in Research	
Affirmations & Recommendations	Responsibility and Actions
<p>Affirmation 5 <i>Research Centres</i> <i>Ref: Report s.4.5, pp.36</i> AUQA affirms the need for the University of Sydney to update its policy on the establishment and disestablishment of research centres.</p>	<p>Responsibility: DVC (Research), Provost and Office of the General Counsel</p> <p>Actions:</p> <ul style="list-style-type: none"> • A process was established to review policies on the establishment and disestablishment of Foundations, Institutes and Centres • A new Rule for the governance of Foundations has been formulated, and Senate made appropriate resolutions in relation to nine Foundations in its meeting on 1 May 2006 • Further resolutions will be sought in respect of remaining Foundations at successive meetings of Senate • Work is commencing on the definition and governance of Centres



Chapter 6: Effective Management	
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<p>Affirmation 6 <i>Service Delivery Models</i> <i>Ref: Report s6.1, p.43</i> AUQA affirms the need for the University of Sydney to change its service delivery model to achieve consistency across campuses, faculties and colleges.</p>	<p>Responsibility: DVC (Infrastructure) Actions: To meet the challenge of continuous improvement and increasing responsibility and accountability, attaining higher levels of performance and service delivery, better compliance with legal, policy and best practice requirements and improved transparency, the University has:</p> <ul style="list-style-type: none"> • Recruited outstanding leaders and senior staff with broad corporate and external experience to key portfolios including Information and Communication Technology; Campus Property and Services and Human Resources • Engaged these staff to review current service delivery and, working with Senior Executives, such as the DVCI, to develop improved service delivery models • Implemented Boards of Management across the Infrastructure portfolio to engender consistency in service provision across the campuses • Commenced the implementation of Service level agreements between central service providers and faculties for the provision of services • Restructured Cumberland Campus services, with the transfer of most responsibilities to central portfolios promoting consistency in service delivery across the campuses • Disestablished the Colleges in April 2006 • Continued to develop plans for single point service delivery to students as part of the USyd Central Project and building • Commenced an ICT restructure to standardize and improve ICT service delivery across the University



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<p>Affirmation 7 <i>Human Resources Management: Strategic Approach</i> <i>Ref: Report s6.2.1, p.43</i> AUQA affirms the need for the University of Sydney to change from a ‘personnel’ model of staff management to a ‘human resources management’ model, having regard for the identified strategic and organizational development needs of the University.</p>	<p>Responsibility: DVC (Infrastructure) Actions: Capability is a key platform in the University’s Strategic Directions. The University’s priorities are to:</p> <ul style="list-style-type: none"> • create staff development programs which support leadership in teaching, world-class research and best practice organisational professionalism and performance • create a culture in which responsibility for learning and development is shared between staff and managers, and which helps staff to transform both their performance and their career, and • create a robust performance management and development system which appropriately recognises and supports early career academic and general staff and ensures that the University is maximising the effective contribution of all staff. <p>In October – November 2005, HR strategies were developed to move Personnel Services to a strategic HR service based on client demand; including the review of all HR policies and procedures to ensure HEWRR compliance</p> <p>From November 2005 – March 2006 key senior staff were engaged to support the new model., including remuneration and recruitment specialists, and a Project Manager to implement an integrated staff leadership and development strategy and associated programs</p> <p>In May 2006 the University commenced implementation of SydneyPeople, a project to complete the transformation of Personnel services into best practice HR model. The new model includes six key areas: SydneyRecruitment, Relationship Management, Remuneration and Benefits, Organisational Effectiveness, SydneyLearning and Case Management.</p>



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Affirmation 8 <i>Workload</i> <i>Ref: Report s6.2.5, p.45</i> AUQA affirms the need for the University of Sydney's steps to address workload management through the establishment of college workload committees.	Responsibility: DVC (Infrastructure) Actions: <ul style="list-style-type: none">• Extensive consultation undertaken on establishment of Workload Monitoring Committees throughout 2005, and the commitment to Workload Committees was reaffirmed in the Academic Staff Enterprise Agreement 2006 – 2008 (Part E – Duties and Workload) certified in May 2006• Following dis-establishment of the college structure the University is investigating the most effective process for continuing this initiative.



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<p>Recommendation 7 <i>Indigenous Employment</i> Ref: Report s6.2.6, pp.45-46 AUQA recommends that the University enhance its efforts to increase the employment of Aboriginals and Torres Strait Islanders.</p>	<p>Responsibility: DVC (Infrastructure)</p> <p>Actions: The University has enhanced its efforts to increase the employment of Aboriginals and Torres Strait Islanders by:</p> <ul style="list-style-type: none"> • Developing an Indigenous Employment Strategy • Implementing a cadet/traineeship program which, to date, has successfully appointed 2 Indigenous apprentices and 3 Indigenous trainees • Approving appointment of Indigenous cadet lecturer • Implementing 'Targeted Entry Level Recruitment' as a new initiative to support and encourage Indigenous staff to commence a career with the University • Assisting Indigenous applicants through the development of generic templates for letters of application and statement addressing selection criteria; and individual assistance with job application and job matching • Developing, piloting and implementing a Cross-Cultural Program • Developing 3 positions for senior Indigenous academics: <ul style="list-style-type: none"> ○ Professor Indigenous Studies ○ Director of Indigenous Education ○ Director of Indigenous Health Programs (Head of Yooroang Garang) • Appointing a Rural and Indigenous Support Officer in the Faculty of Medicine



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<p>Affirmation 9 <i>Brand and Marketing</i> <i>Ref: Report s6.4, pp.47</i> AUQA affirms the need for the University of Sydney to improve coordination of its brand.</p>	<p>Responsibility: DVC (Community), DVC (International) and Office of the General Counsel</p> <p>Actions:</p> <ul style="list-style-type: none"> • Adoption of University Guidelines for the use of the Coat of Arms: the guidelines have been completed and circulated and presentations made to the Office of University Relations, the University Marketing Forum (with the International Office in attendance) and the Heads Forum. Stationery guidelines have been sent to all staff of the University • A Marketing, Communication and Branding Steering Group was established and met several times. Meetings are currently in abeyance due to the recent re-structure of the University • Development of a position for a Director of Corporate Development, responsible for the University-wide branding project. Position on-hold due to University re-structure. • The Web Development Committee oversees the migration of the University’s websites to the Content Management System which promotes the use of a standard template. Currently 75 University websites and 700 staff are using the content management system and a further 75 sites are in development. Only one faculty website remains with a divergent look and feel • A new Student I.D. card will be trialled at the second semester student enrolment. The new card integrates a variety of student services and also will link with future State Government services, commencing with transport



Chapter 7: Service to the Community	
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<p>Affirmation 10 <i>Foundations</i> <i>Ref: Report s7.4, pp.51-52</i> AUQA affirms the University of Sydney's establishment of a project to consolidate its foundations and to improve the coordination of its involvement with these foundations.</p>	<p>Responsibility: DVC (Community) and General Counsel</p> <p>Actions:</p> <ul style="list-style-type: none"> • Adoption by Senate on 1 May 2006 of new Rule for the governance of foundations, which: <ul style="list-style-type: none"> ○ Requires compliance with the University's legal and financial systems of accountability ○ Promotes alignment of Foundations' goals and strategies with those of the University ○ Facilitates the identification and management of risk • Discussions have commenced to facilitate the consolidation of Foundations and this has been achieved in relation to a number of the Foundations aligned to the Faculty of Medicine • Resolutions will be sought in respect of the remaining Foundations at successive meetings of Senate