Contents

About us  2
Vice-Chancellor’s introduction  6
Chief Executive’s overview  7
Integration  10
Academic publishing  12
English Language Teaching  16
Education  20
People and community engagement  24
Environment and sustainability  26
Awards and prizes  28
Abstract of the Financial Statements  33
Anti-Slavery and Human Trafficking Statement  38
Statute J of the University of Cambridge: the University Press  40
We are part of the University of Cambridge

We work closely with other University departments, such as the research and teaching departments and Cambridge Assessment, to advance knowledge, learning and research.

Cambridge University Press is the oldest media business in the world and the oldest university press. We were founded through ‘Letters Patent’, similar to a Royal Charter, granted to the University by Henry VIII in 1534.

We have published over 180 Nobel Laureates in our books, journals and the journals of our partners. Nobel Prize winners have had books published by Cambridge including William Nordhaus, winner of the 2018 Nobel Prize for Economics.

We consist of three publishing groups

Academic which publishes research books, advanced learning materials and reference content as well as nearly 400 journals.

English Language Teaching which publishes materials for both students and adult learners.

Education which provides teaching materials for schools around the world and advises governments on educational reform.

We have 3,035 colleagues worldwide, 50 offices around the world, and a 14% gender pay gap, down from 16% the previous year.

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Our core purpose is to advance learning, knowledge and research worldwide. How we fulfil this is evolving as we engage with researchers, students and teachers digitally to help solve their problems. Increasingly we fulfil our purpose by helping unlock their potential with the best learning and research solutions.

Governance

Since 1698, the Press has been governed by the Press ‘Syndics’ (originally known as the Curators), 18 senior members of the University of Cambridge who, along with other non-executive directors, bring a range of subject and business expertise to the governance of the Press. Committees of the Syndicate meet regularly to look at publishing proposals, ensuring that the content being published meets rigorous academic standards, and to oversee the strategic and financial operations of the Press.

The Syndicate has a Press & Assessment Board, Audit Committee, Remuneration Committee and Nominations Committee (all shared with Cambridge Assessment); an Academic Publishing Committee and an English Language Teaching & Education Publishing Committee. The publishing committees provide quality assurance and formal approval for the titles published, meeting regularly to review editorial and publishing strategy matters. The Press & Assessment Board is concerned with overall governance and meets on a monthly basis. Responsibility for the day-to-day management of the Press is delegated by the Syndicate to the Press’s Chief Executive Officer and the Press Board.

The Press Board

The Press Board is made up of the heads of the principal areas of our business:

- Peter Phillips
  Chief Executive
- Cathy Armor
  Director for People
- Andrew Chandler
  Chief Financial Officer
- Paul Colbert
  Managing Director, ELT
- Mandy Hill
  Managing Director, Academic Publishing
- Mark Maddocks
  Chief Information Officer
- Catie Sheret
  General Counsel
- Rod Smith
  Managing Director, Education
- Kevin Taylor
  Director of Syndicate Affairs
- Mark Whitehouse
  Global Director of Operations
Vice-Chancellor’s introduction

This Annual Report marks an exciting milestone, covering the period up to the coming together of Cambridge University Press and Cambridge Assessment as a single organisation for a powerful new global force for education and scholarship.

The continuing impact of the global pandemic means the story of the past year would already have been remarkable. Add to that the challenges of bringing the two organisations together and it becomes extraordinary. I am very proud of the way colleagues from across both the Press and Cambridge Assessment maintained business as usual for customers in the midst of such challenge and change, securing a successful outcome.

The unpredictable nature of Covid-19, hitting countries at different times and with differing intensities, required the two organisations to be flexible, fast-moving and creative in responding to customers’ needs around the world.

Indeed, teams across the Press continued to innovate, pushing forward with new products and services, helping teachers, learners and researchers to carry on in the teeth of the pandemic and laying solid foundations for the future.

Those many achievements are detailed in the following pages, but I would like to single out the creation of the new website for Higher Education textbooks, delivered some months early to help those locked out of campuses; the huge effort and success, alongside Cambridge Assessment International Education, of Project 5–14, which launched a new curriculum and associated learning materials for primary and lower secondary pupils; and the launch of Test and Train, which helps students prepare for English exams and which heralds the new era of seamlessly integrated learning, assessment and feedback.

For Cambridge University Press, the reporting period was also longer than usual – 15 months instead of 12 – as it adjusted its financial year-end to match that of the rest of the University, including Cambridge Assessment, just one more example of the work that has been done.

The dedication and professionalism shown by colleagues during such a difficult period underscores my confidence in the united organisation’s bright future. With its greater scale, streamlined management and a single strategy, Cambridge University Press & Assessment will be able to invest effectively in creating the very best products and services – increasingly digital in nature – to support learning and research around the world.

Chief Executive’s overview

This has been a period of extraordinary challenges and achievements for Cambridge University Press. It began as the full force of the Covid-19 pandemic hit customers and colleagues. It ended positively, as we formed a single organisation with Cambridge Assessment, which will make the University an even greater force for education and scholarship around the world.

The pandemic required us to be flexible, fast-moving and creative in solving an unprecedented set of short-term problems. I am proud that colleagues rose so superbly to the challenge, putting the needs of our customers before all else.

In the early months of the crisis we made much of our learning and research material freely available on digital platforms. We followed that up with advice to teachers and students on remote working, and later about returning to classroom. We worked hard to maintain supplies of textbooks to schools amid disrupted freight and printing operations, while creating online versions of many more of our products.

Yet the crisis did not deflect us from key long-term projects to strengthen the combined Cambridge University Press & Assessment as we continue to seize the opportunities of the digital publishing revolution.

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For its part, the Academic group had a hugely successful product launch: a new digital platform for higher education textbooks that was rolled out nearly six months ahead of schedule to help students cope with the the disruption caused by the pandemic.

Across the Press we deepened our ties with the University’s academic departments to the benefit of all. A notable collaboration was the creation of Cambridge Advance Online, a new programme of short, flexible courses for professionals, led by Cambridge academics and launching in September 2021 with an initial three courses. We intend to build to 50 over the next five years.

The pandemic inevitably weighed on our financial performance, but we nevertheless managed to achieve a robust outcome; thanks to a remarkable team effort by everyone in the Press, wherever in the world they work and in whatever department. I am deeply grateful to everyone.

The sudden shift to home working was demanding and stressful for colleagues. The global nature of our business, with offices in 50 countries, compounded the complexity as Covid hit regions at different times, with differing intensities and under varied government regulations.

For part of its tenure, Mr Andrew Jordan (PAB and Technology Committee) was Chair of the Audit Committee and Mr Mark Allin as Chair of the Press Syndicate and from its Academic Publishing Committee, and Mr Ed Elliott stood down from UCLES. Mr Jonathan Scott took over as Chair of the Audit Committee and Mr Mark Allin as Chair of the Academic Advisory Board, while Professor Richard Prager became Chair of the new Online Education Committee, and Mr Nick Temple Chair of the new Technology Committee before standing down at end-July to be succeeded by Mr Andrew Jordan. I am exceedingly grateful to all members of the Syndicate, PAB and the governance Committees, both internal and external, for their greatly valued contributions and support during a period of significant change.

Finally, I welcome the appointment of Mr Peter Phillips as Chief Executive of Cambridge University Press & Assessment, effective 1 August 2021; and sincerely thank Mr Saul Nassé for his commitment during more than three years as Chief Executive of Cambridge Assessment and for four years before that as Chief Executive of Cambridge English, a highly productive tenure which included the creation with Peter of the single strategy and ultimately the integration of the two organisations.

The world is changing rapidly, along with what people need and expect from Cambridge. The creation of Cambridge University Press & Assessment is a bold and timely response to those changing needs.

I believe the impressive example set by colleagues across Cambridge University Press and Cambridge Assessment is only a glimpse of what can be achieved by the combined organisation, with its powerful mix of expertise, professionalism, heritage and innovation, all backed by the considerable academic strength of the University.

The new organisation will be governed under Statute 1 by a newly constituted Syndicate, initially of 18 members, which exercises many of its powers through the Press & Assessment Board (PAB) and its various Committees. Membership of the bodies are listed in full in the report, but those joining us for the first time as external members in 2020/21 were Mr Andrew Jordan (PAB and Technology Committee), Dr Orlando Machado (PAB and Technology Committee), Mr Christine McElmee (Academic Advisory Board), Mr Radhika Radhakrishnan (PAB and Audit Committee) and Mrs Susan Taylor Martin (PAB and Remuneration Committee).

In the course of 2020/21, Professor David Runciman stood down from the Press Syndicate and from its Academic Publishing Committee, and Mr Ed Elliott stood down from UCLES. Mr Jonathan Scott took over as Chair of the Audit Committee and Mr Mark Allin as Chair of the Academic Advisory Board, while Professor Richard Prager became Chair of the new Online Education Committee, and Mr Nick Temple Chair of the new Technology Committee before standing down at end-July to be succeeded by Mr Andrew Jordan. I am exceedingly grateful to all members of the Syndicate, PAB and the governance Committees, both internal and external, for their greatly valued contributions and support during a period of significant change.

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Professor Stephen Toope
Vice-Chancellor of the University of Cambridge and Chair of the Press Syndicate
organisation, which became fully effective on 1 August, 2021. It is a culmination of ever closer cooperation between our two enterprises, including the creation of a single, shared strategy during 2020/21.

Becoming one organisation strengthens the shared strategy by creating a streamlined management structure, with one executive board, to simplify decision making and ensure it is timely and to present a single, more powerful Cambridge face to the outside world.

“The Working seamlessly in Cambridge University Press & Assessment we can use the remarkable tools of digital technology, and our resilient and flexible online platforms, to help customers with sophisticated new products for teaching, learning and scholarship.”

For colleagues, coming together with Cambridge Assessment brings greater breadth of career opportunities in a larger organisation. For customers, it allows greater simplicity in dealing with one organisation and the choice of a wider range of product and service options to meet their particular needs.

In particular, rapid advances in digital technology make it possible to create increasingly sophisticated products that deepen and accelerate learning through instant, personalised online testing and feedback, so combining the expertise of the Press and Cambridge Assessment to best effect.

The kinds of opportunities created were illustrated by three joint initiatives during the period. In Project 5–14, the Education group joined with Cambridge Assessment International Education to launch a new curriculum and learning materials for primary and lower secondary pupils. It was Education’s biggest ever publishing programme, involving the replacement of its entire catalogue for this age group – and during the pandemic.

The Education group and Cambridge Assessment also launched the Cambridge Partnership for Education, bringing together their teams advising governments and Non-governmental Organisations (NGOs) on education reform. The combined unit enjoyed a very encouraging first year securing many new contracts.

A major strategic initiative between the English Language Teaching group and Cambridge Assessment was the launch of Test and Train, an interactive digital product which helps students prepare for English exams, seamlessly integrating learning, assessment and feedback.

Academic publishing will remain at the heart of Cambridge University Press & Assessment, and the greater strength of our combined group will ensure that we can serve the scholarly community even more effectively.

As part of a great research university, we are a strong advocate of the widest possible access to research, consistent with an underlying goal to make our publications more sustainable, and the energy and enthusiasm of colleagues across the Press in working towards our sustainability goals.

I have been impressed by our environmental working groups, bringing together volunteers from across the organisation, in generating ideas to help us achieve our commitment to reach carbon zero by 2048, a goal shared across the University.

Charitable giving and volunteering are important parts of our culture, so I am pleased that colleagues worldwide raised just over £1 million in the 15 months from May 2020 to July 2021, compared to £23.6m in the 12 months of 2019/20. All that resulted in operating profits of £278.7m in the 15 months from May 2020 to July 2021, compared to £23.6m in the 12 months of 2019/20.

Despite the disruptions of Covid, we can look to the future with great confidence. The Press’s core strengths are the commitment, passion, skill and creativity of our people around the world – as demonstrated so vividly in our response to the pandemic. Becoming a single organisation with Cambridge Assessment brings us together with our equal commitment to the same underlying goals, values, excellence and professionalism.

Working seamlessly in Cambridge University Press & Assessment we can use the remarkable tools of digital technology, and our resilient and flexible online platforms, to help customers with sophisticated new products for teaching, learning and scholarship.

In this way, our stronger foundations will allow us to contribute even more effectively to the University’s mission, pursuing education, learning and research at the highest international levels of excellence.

Peter Phillips
Chief Executive

"Achievements included a significant acceleration of our shift to delivering products and services digitally, partly to meet the needs of teachers, students and researchers in the pandemic. Customers responded with a dramatic increase in their use of our online platforms."

Cambridge journals. We achieved remarkable growth in these agreements and by the end of July 2021 we had 112 agreements in place with nearly 900 institutions in 30 countries, covering almost half of our research article output, up from 23 deals at the April 2019/20 year-end.

Our reputation for academic excellence depends on publishing work of the very highest standard. I am delighted that the quality of our list was again reflected in the 2021 Professional and Scholarly Excellence (PSE) Awards, presented by the Association of American Publishers.

The Press was the single biggest winner of awards including the most prestigious prize, the R. H. Houghton Award, for Simon Martin’s Ancient Maya Politics: A Political Anthropology of the Classic Period 150–900 CE.

One of our most significant scholarly publishing achievements was the launch of the Cambridge Greek Lexicon, the most innovative dictionary of Ancient Greek in almost 200 years and the product of over two decades of work by a team from the Cambridge Classics faculty.

Our Bibles team enjoyed a period of record sales while our growing list of trade titles included the influential The Body Image Book for Girls, by Charlotte Markey, and the timely Drought, Flood, Fire, by Chris C. Funk, which examines the contribution of climate change to catastrophes.

The Press is committed to being a leading publisher of works that help frame the global debate about climate change and sustainability, while also reducing our own impact on the environment. So in September 2020, we were delighted to win the inaugural Sustainability Award presented by the UK’s Independent Publishers Guild.

This recognised the quality of our publishing on sustainability, the concrete actions we have taken to make our own operations more sustainable, and the energy and enthusiasm of colleagues across the Press in working towards our sustainability goals.

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Charitable giving and volunteering are important parts of our culture, so I am pleased that colleagues worldwide raised just over £49,000 through a wide range of events. Donations from the Press raised the grand total to more than £75,000. This includes support for Castle School, our charity partner in Cambridge, whose three to 19 year-old students have a range of physical and learning needs.

Revenues in the 15 months from May 2020 to July 2021 were £384 million compared with £336 million for the 12 months of 2019/20. The pandemic had a significant impact on our 2020/21 financial results, which varied widely across the Press.

Our Academic group performed strongly, led by North America, and enjoyed strong digital sales as universities supported teaching and learning from home. The English Language Teaching business was hard hit by lockdowns, the closure of language schools and a sharp fall in international migration. Revenues fell most where infections were highest, but in Europe, and particularly Spain, demand proved resilient once lockdowns lifted, with China strong too. The shift towards digital and the impact of Covid-related cost savings helped to mitigate that impact, as did across the Press more generally. Education’s markets are less discretionary in nature than English and in difficult circumstances the business performed robustly overall.

Over the course of the period sterling strengthened against a number of other currencies and that was a further factor in holding back revenues and profits. All that resulted in operating profits of £20.7m in the 15 months from May 2020 to July 2021, compared to £23.6m in the 12 months of 2019/20.

Our reputation for academic excellence depends on publishing work of the very highest standard. I am delighted that the quality of our list was again reflected in the 2021 Professional and Scholarly Excellence (PSE) Awards, presented by the Association of American Publishers.
The coming together of Cambridge Assessment and Cambridge University Press will make Cambridge an even greater force for education and scholarship around the world, helping students and teachers benefit most effectively from the whirlwind changes of the digital learning revolution.

Integration

We believe this is the right time to create a seamless, faster moving organisation, benefitting customers by giving them a range of options to meet their needs most effectively.

"We can look to the future with great confidence. The move brings together colleagues of the very highest professional quality, sharing global goals and values, able to build on the remarkable histories of the Press and Cambridge Assessment.”

The nine months of preparation between those dates underlined just how exciting are the opportunities unfolding for our unified organisation.

Between us we have centuries of proud history. The Press story began in 1534 when Henry VIII granted the University Letters Patent, allowing it to print “all manner of books.” Cambridge Assessment was established by the University in 1858 to raise education standards by administering local exams for non-University students.

During the 20th century we both evolved along parallel paths into global educational forces, with offices around the world and content and exams that are now used across more than 170 countries. The digital communications revolution of the past decade has made those paths converge to the point where joining together will mean greater benefits for customers, colleagues and the University.

There has always been a link between the tools used for learning and the subsequent testing of knowledge through exams. But the arrival of digital technology, and its increasing functionality, now allows instant, personalised testing and feedback, using the techniques of sophisticated assessment to create a deeper and faster learning experience. The Press and Cambridge Assessment have evolved naturally into shared territory to meet customers’ needs.

Upcoming integration will give us a single, shared strategy. A few months afterwards the University created a single new Press & Assessment Board responsible for the overarching strategic direction of both organisations, working under academic syndicates which have long governed both organisations.

For the combined Cambridge University Press & Assessment, the benefits of becoming a single organisation include a streamlined management structure, with a single executive board and strategy, able to make timely decisions and execute them efficiently.

The nine months of preparation for 1 August underlined the success of our joint initiatives, as well as customers’ enthusiasm to engage with a single Cambridge organisation.

A powerful example is the Cambridge Partnership for Education, created in August 2020 when we brought together our education reform streams, advising governments and NGOs around the world in their efforts to improve education systems. The success of a unified approach was demonstrated by the Partnership clocking up a remarkable 17 new contracts in its first year.

We can look to the future with great confidence. The move brings together colleagues of the very highest professional quality, sharing global goals and values, able to build on the remarkable histories of the Press and Cambridge Assessment. These strong foundations will enable us to innovate boldly at a time of revolutionary change in our industry, enhancing Cambridge’s reputation for excellence and, most importantly, increasing the impact of Cambridge’s mission with the teachers, learners and researchers with whom we exist to serve.

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Our dedicated Higher Education website was launched fully at the end of August 2020, in time to support the autumn semester. It was Academic’s most successful product launch ever, with hundreds of subscribing institutions and around 700 titles live after the first 12 months. We managed to bring the launch forward by nearly six months to help students during the pandemic. Its success is testimony to a monumental effort by the technology team and a cross-functional group of colleagues, demonstrating what we can achieve together even in difficult times. The service uses a new library subscription sales model, designed to take an unprecedented approach to textbook access and affordability. Institutions acquire books through an annual lease, paying for access to individual titles or to various collections that will grow as new books are published. Each lease allows for an unlimited number of concurrent users. This has met with much acclaim from library customers around the world, particularly in the UK, where it has increased our market share significantly. It allows students to view and download assigned textbooks, and bookmark and annotate content across a range of devices. More developments are in the pipeline. The site is built on the same underlying structure as Cambridge Core, our digital academic platform, and we plan links between the two, allowing users to browse not only textbooks, but research and other titles on Core to create a powerful learning and research facility.

"We pulled forward by nearly six months the launch of our new dedicated site for higher education textbooks, together with a ground-breaking business model for institutional sales."

Advance Online, was made public in July 2021 with the first intake in September 2021 to an initial three courses – in product technology roadmapping, biomanotechnology and research commercialisation. We intend to build 50 courses in the next five years, with the release of four courses, four times a year. Publishing work of the very highest quality is central to our purpose, and 2020/21 was a strong year for publishing awards. We were particularly successful in the Professional and Scholarly Excellence Awards (PROSE), presented by the Association of American Publishers.

For the first time the Press won the most prestigious of all PROSE prizes, the R.H. Hawkins Award, which went to Simon Martin from the University of Pennsylvania for Ancient Maya Politics: A Political

Academic had an exceptional 2020/21, despite the severe challenges of Covid-19. We recorded strong sales growth while making excellent progress across our strategic initiatives. These included the launch of a new digital service for higher education textbooks, significant growth in transformative journal agreements worldwide, and the development of a new University of Cambridge programme of short courses.

Our revenues from print books grew, helped by the strength of our higher education publishing and our expanding trade list. At the same time, the outstanding quality of our publishing was recognised in major industry awards for academic excellence.

Yet amid these achievements, Covid weighed heavily. Colleagues rose to the challenge, responding creatively to customers’ needs.

One of the biggest demands of academic researchers was rapid access to the latest Covid research. We responded with our Covid-19 Research Collection, giving free access to over 1,400 journal articles, with usage for the collection exceeding 6 million downloads by 31 July 2021. We accelerated our workflow so that key journal articles were published online in 24 hours.

We gave free access to 700 textbooks to students at more than 3,100 Higher Education institutions for several months. In Cambridge itself, we created remote learning webinars to support Cambridge lecturers as part of our developing collaboration in online learning.

Thanks to huge efforts by colleagues, we also pulled forward by nearly six months the launch of our new dedicated site for higher education textbooks, together with a ground-breaking business model for institutional sales.
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New journal launches included Flexy, a new Open Access companion journal to the Journal of Fluid Mechanics. We launched the journal with various webinars, including one in China, in collaboration with Shanghai’s Jiao Tong University.

Key signings in our publishing for learned societies included PLMA, the journal of the Modern Languages Association of America, TDR: The Drama Review, and the American Journal of Law & Medicine.

Our innovative Elements programme continued to grow strongly with some 140 series now commissioned and over 400 Elements published across the full spectrum of the arts and sciences. Many now include audio and video, while a growing number link to the computational research platform, Code Ocean. This allows authors to share the data and calculations that underpin their research in a way that lets readers test and reproduce them. Usage metrics are amongst the highest across our portfolio.

To complement our people strategy on equality, diversity, inclusion and belonging, we undertook to start gathering author and editor demographic data, including on race, as the first step towards diversifying our author and editor community in our publishing. Demographic data is to be held anonymously, and we will start reporting shortly. In addition we sponsored the Shakespeare, Pedagogy and Race conference. In the US we are one sponsor of the Minority-Serving Institution (MSI) Book Workshop Pedagogy and Race conference. In the US we are one sponsor of the Minority-Serving Institution (MSI) Book Workshop Fund (for three years), which aims to support authors from diverse backgrounds.

With our markets undergoing revolutionary change, we restructured parts of Academic to ensure our resources are aligned with growth opportunities and areas of greatest strength. Regrettably, this entailed a small number of job losses in the coming year but are confident that these changes, and the great strides made in our products and services in the past 15 months, position us well.

We have an innovative and industry-leading Open Access roadmap, powerful digital platforms, publishing of the highest quality, pan-Cambridge partnerships and talent, committed teams around the world. Together these will ensure we are able to continue to serve global academic communities.

In a major milestone for scholarly publishing, Academic released the most innovative new dictionary of ancient Greek in almost 200 years. The two-volume Cambridge Greek Lexicon is an important reference work for scholars and an indispensable one for classics students. It is expected to take the place of Liddell and Scott’s dictionary, first published in Victorian times and still the lexicon most commonly used in England’s schools and universities. Initial sales far exceeded expectations and the work received glowing reviews. Stephen Fry, the actor and author of works about ancient Greece, was an early and enthusiastic customer. The dictionary is the result of 23 years’ work by a team from the Cambridge Classics faculty, led by Professor James Diggle, the Editor-in-Chief. It provides fresh definitions and translations in contemporary English, gleaned from the formidable task of re-reading all surviving Ancient Greek literature, from its foundations in Homer through to the early second century AD. Helped by online databases that made the corpus more easily accessible and searchable, the team pored over every word, working steadily through the 24 letters of the Greek alphabet to build up a clear, modern and accessible guide to the meanings of Ancient Greek words and their development in different contexts and authors.
The severe impact of Covid-19 around the world made 2020/21 a challenging period for English Language Teaching (ELT), yet we made significant progress in our mission to create the most engaging and effective products and services to help students master English, underpinned by our expertise in English teaching and learning and our advanced and flexible digital technology.

Becoming a single organisation with Cambridge Assessment will play a vital role in helping achieve this mission, accelerating and deepening our ability to provide holistic solutions to English language learning, testing and pedagogy.

We would not have weathered the past 15 months as well as we did without the extraordinary commitment, creativity and flexibility of English language teaching colleagues, who had to change their entire patterns of work when Covid struck. Working from home, and often under considerable stress, they rose to the challenge of finding new ways to help students and their teachers cope most effectively with learning during the crisis.

In the initial months of the pandemic, we made much of our online material freely accessible. As time went on, working closely with our colleagues at Cambridge Assessment, we developed guidance to help teachers as they returned to classroom (see box on p19).

Much of this was hosted on World of Better Learning, our online community for English teachers. The community saw remarkable growth in engagement, partly because of Covid-related advice, but also because of new ELT online events, video and audio supports, expert blogs and articles, and research material.

The number of visitors to the site jumped from 323,829 in the January to June period of 2019 to 1,048,346 in the same period of 2020 and 1,128,823 in 2021.

A major initiative was Insights on Demand, a three-day online event packed with ideas informed by Cambridge research. Topics included cognitive psychology, digital literacy, language change and classroom research, with pre-recorded sessions premiered on YouTube and Facebook. The event attracted registrations from 130 countries and saw great engagement in every talk as attendees live-chatted with speakers and discussed session topics with their peers.

“In the initial months of the pandemic, we made much of our online material freely accessible. As time went on, working closely with our colleagues at Cambridge Assessment, we developed guidance to help teachers as they returned to classroom.”

Above: Primary Path is a new course aimed at students aged 6 to 12

Top and left: Insights on Demand was a three-day online event packed with ideas informed by Cambridge research
We also created the On Demand Library, a site containing over 70 videos, which teachers can use as a resource in their continuous professional development.

Notable new publishing included Primary Path, a course aimed at a new market for us – students aged 6 to 12, with a higher level of language proficiency in schools which are working towards a bilingual approach or international school status. It is the first ELT course with a systematic approach to developing communication skills (oracy) and creativity as well as literacy, helping students become more confident and articulate. The product was focused initially on Mexico, Turkey and the Middle East and received a very positive customer response. We also launched a companion course for learners aged five and younger, Cambridge Little Steps, which emphasises communication and linguistic competencies and early literacy.

Another important product launched during the period was Test and Train, which helps students prepare for English exams and is a major strategic initiative between ELT and Cambridge Assessment (see box).

The pandemic meant that ELT’s revenues saw a significant drop in the 15 months of our extended 2020/21 period, relative to the 12 months of 2018/20. However, the picture was far from uniform, with Covid hitting countries at different times and with differing intensities.

The impact was most severe and persistent in Central and South America, especially Brazil and Peru, though by the end of the reporting period we were starting to see recovery in Mexico. In the US, our sales were hit hard in community colleges, popular among immigrants for learning English. The closing of America’s borders also hit sales to those moving to the US for academic purposes.

Across Europe we saw sales fall during lockdowns but there was remarkable underlying resilience in demand when these were lifted, most markedly in Iberia. In Asia, countries which were among the first to have Covid outbreaks were quick to recover – notably China, South Korea and Japan – and saw sales hold up well across most segments. The picture was more mixed in Southeast Asia. For example, Vietnam performed well but Indonesia was locked down for much of the period.

Around the world our products and services for the primary sector performed relatively well, as studying English is often mandatory in this age group and school systems worldwide put great effort into making sure learning could continue. In the secondary schools market, our sales held up well where we had titles embedded in state curricula but less so in private language schools, where study of English is discretionary. The widespread cancellation of exams affected sales of our preparation materials for Cambridge exams.

Sales into the adult and young adult markets were down significantly. The young adult market is sensitive to changes in discretionary spending and is particularly important to us in South America, hit hard by Covid. A longer-term factor affecting the adult market is the trend for governments, schools and families to invest in English studies at earlier and earlier stages of a child’s education, reducing the potential pool of adult learners.

During the period we continued our major investment in learning materials that are delivered digitally, as well as strong platforms on which to deliver them. By the 31 July 2021, digital materials, and print materials blended with digital, made up 54 per cent of ELT’s products, up from 48 per cent at 30 April 2020.

We made important progress with the development of Cambridge One, our new platform which offers learners the benefits of a mobile-first, easy to use, data-rich experience. We launched further new capabilities, including whole class teaching and e-book functionality as well as formative testing linked to course materials and direct to learner. We completed the first phase of migration of key series and titles, such as Think, Prepare, Guess, What, Interchange, Unlock and Life Adventures from the Cambridge Learning Management System (CLMS), on which we currently deliver most of our digital and blended products. Significant numbers of our customers can now experience the benefits of the new platform. Planning for the second wave of migration, which will take place in July 2022, is well under way.

The CLMS underlined its position as the most widely used learning management platform for English language teaching institutions. At the end of the reporting period it had a record 2 million active users, hosted 1,500 courses, and was used in 150 countries.

We achieved significant integration with Cambridge Assessment ahead of 1 August 2021, unifying our central management, product management and marketing teams. The formation of a single organisation gives us extra confidence that we can look forward to a strong future, once the pandemic ebbs. We stand to benefit from a profound global trend as proficiency in the English language, validated in exams, is seen by governments, schools and parents as an essential life skill.

Throughout the reporting period we put great effort into helping teachers cope with the long-term challenges to education presented by Covid-19, working closely with our colleagues at Cambridge Assessment.

Much of this was hosted on our World of Better Learning online community, dedicated to advancing English language teaching through insights and advice on best practice. In September 2020, as classrooms reopened in some parts of the world, we launched our ‘BE Ready for Anything’ campaign, to help teachers cope with new challenges, such as running a class with social distancing or supporting students emotionally.

We created 53 teachers’ guides, including lesson plans for each of our products across primary, secondary and adult levels, three blended learning guides and three well-being guides, written by a psychologist to help teachers identify and support pupils who may have been traumatised or bereaved during the lockdown.

As part of this campaign we also created a joint virtual event with Cambridge Assessment called The Cambridge Live Experience. This consisted of three days of talks from ELT and exams experts to make the return to class easier. It attracted registrations from 163 countries, over 100,000 unique views through the event and over 500,000 talk views.

“During the period we continued our major investment in learning materials that are delivered digitally, as well as strong platforms on which to deliver them. By the 31 July 2021, digital materials, and print materials blended with digital, made up 54 per cent of ELT’s products, up from 48 per cent at 30 April 2020.”
The Covid-19 pandemic impacted almost all areas of the Education group in 2020/21, requiring us to be fleet, agile and creative in response to the immediate crisis, while simultaneously driving forward key projects to strengthen our long-term growth.

We deepened our partnership with Cambridge Assessment, ahead of our integration, in two important projects: the development and launch of an extensive new publishing programme for the 5–14 age range (see box on p22), and the launch of the Cambridge Partnership for Education, which advises governments on education reform, and which enjoyed a very encouraging first year of contract gains.

The pandemic made the delivery of our largest and most ambitious publishing programmes ever particularly complicated because colleagues had to work remotely from home. It is a tribute to their flexibility and hard work, in the most difficult and stressful of circumstances, that these 15 months have been such a success.

Covid not only hit demand for our products, but also the work of printers, the liquidity of our distributors and the availability and cost of freight. All this prompted some remarkable work by our IT, product, operations, finance and sales and marketing teams as we digitised our backlist, kept physical textbooks moving to users and helped distributors manage cashflow. Our success has truly been a team effort with all parts of the business impacted and with all working together to deliver our commitments to teachers and learners.

The pandemic also drove a significant increase in engagement and usage of our digital products, aided by the launch of Cambridge GO, a platform which has consolidated access to all of our digital services for our international business, significantly improving customers’ experience. From January 2021 to the 31 July 2021, we had some 935,000 users and 4.7 million session.

Elevate, which provides digital versions of our textbooks, saw a rise of over 110 per cent in user sessions from April 2020 to the 31 July 2021. We have also seen longer engagement times on the platform, with record reading hours, especially for our A-Level Maths titles.

We made excellent progress working collaboratively with Cambridge Assessment on a number of projects, which confirmed the great potential of the new single Cambridge organisation. Ahead of the 1 August 2021 start date for the new organisation, we chose to leave decisions on the review of the combined Schools group until October, enabling us to focus on the delivery of the June exam series in the midst of the Covid pandemic.

Apart from the 5–14 project, we worked together on launching an early years curriculum in India and the redevelopment of Cambridge Nationals vocational qualifications. In August 2020 we launched the Cambridge Partnership for Education, which brought together the Press and Cambridge Assessment teams that advise governments on education strategy. With a bigger market presence and offering more holistic advice, it secured 17 new contracts in its first year – a substantial acceleration of contract gains compared to what had been achieved as separate units.

“Supporting teachers – the key link in the education chain – is central to the Press’s approach to education, and this was underlined in our response to the pandemic.”

Significant contract wins included work in Kazakhstan with the Nazarbayev Intellectual Schools – a long-time client and now partner – and the Ministry of Education and Science on a programme investigating assessment systems for the World Bank. Other contracts involved the Uzbekistan Ministry of Education; working with Unicef in Ethiopia to support curriculum implementation and in Bangladesh to adapt the Myanmar curriculum for Rohingya refugees. In Romania the Partnership worked with government in conjunction with the University of Cambridge’s Faculty of Education on a project to prevent early school leaving.
Supporting teachers – the key link in the education chain – is central to the Press’s approach to education, and this was underlined in our response to the pandemic. As well as making digital products freely accessible for a period, our blog posts gave advice to teachers on working through school closures. During the reporting period we introduced a unique range of professional development services to go with the launch of our 5–14 project and played an increasing part in educational thought leadership (see boxes).

All this has helped the development of a community of Cambridge teachers around the world, exemplified by the Cambridge Dedicated Teacher Awards, now in their third year. These let teachers around the world, exemplified by the Cambridge Annamma Lucy, winner of the Dedicated Teacher Awards

resulting in 13,000 nominations for primary or secondary teachers in 122 countries, double the previous year’s entries. The winner was Annamma Lucy, a social studies teacher working in Dubai.

The impact of Covid on our sales was felt most acutely in India, where the pandemic disrupted education throughout the period, but also directly impacted a number of our colleagues and their families. We achieved a good final performance with the strength of our market position in the Maldives mitigating much of the impact of Covid elsewhere in the region.

Other positive developments in India included the launch of our Cambridge Early Years solution to very good feedback and an excellent uptake from early adopters. Important for the future of our Indian business was the appointment of a single Managing Director for all Cambridge University Press & Assessment’s businesses in South Asia. Arun Rajamani is developing exciting plans for new products and services as we intensify our ambitions in the region.

In Africa, we also performed well in difficult markets, thanks to our agility in shifting our focus from country to country as Covid conditions changed. We enjoyed good results in Ghana, Cameroon, Kenya and Southern Africa. In Australia, our strength in digital, notably through HOTmaths, our interactive online maths learning system, positioned us well to cope with Covid disruption and we saw a further increase in our share of the secondary market. Near the end of the reporting period we also secured an exciting new development and distribution agreement for HOTmaths to be taken into the US, which will open up significant opportunities for the product in that market.

Despite the challenges of 2020/21, we remain optimistic about the outlook for Education. We have a strong strategy and set of market positions and are well placed to meet the needs of teachers, students and educators in a post-Covid world where there will be a much-enhanced role for remote, digital learning.

PROJECT 5–14

Project 5–14 was the biggest publishing programme ever carried out by Education, involving the replacement of our entire backlist for primary and lower secondary pupils. Thanks to extraordinary efforts by colleagues across the group, we delivered it within a year and during a pandemic. From first conception, the project has been a collaboration with Cambridge Assessment International Education, which simultaneously revised its curriculum for students aged from 5 to 14. The programme was launched with a successful three-day online conference in March which attracted over 8,500 attendees, 43,000 content views and 1.4m impressions online.

The new materials reflect our strategy of “going beyond the textbook” by surrounding curriculum content with professional development services, expert and community-created teacher resources, and feedback from data which helps teachers plan their next steps in the classroom. The project incorporates insights from our online research panel of more than 800 teachers, students and parents and also involved teachers in classrooms around the world.

The professional development innovations include training courses which senior teachers can customise to their school’s circumstances and cascade down to staff; a teaching skills roadmap which covers the knowledge needed to deliver Cambridge programmes and includes a library of video footage showing second language teachers in second language classrooms; and a support service which allows teachers unlimited access to mentors.

THOUGHT LEADERSHIP IN ACTION

The Cambridge Partnership for Education has been developing a reputation for international thought leadership, helped by its strong links with the academic University, including the Education Faculty’s Research for Equitable Access and Learning unit and the Digital Education Futures Initiative (DEFI), based in Hughes Hall.

An example of thought leadership in action took place in Oman where the Partnership worked with Google for Education and the Ministry of Education in a unique collaboration project that investigated the best way to reformat or digitise existing Cambridge content to take advantage of the tools of the Google platform. The Falaj project, which was funded by the Press on a pro bono basis and also involved DEFI, gave Oman insights for its textbook and resources digitisation programme. It also demonstrated our commitment to digital innovation and willingness to join with technology partners to solve customer problems.

During the reporting period the Partnership established an external advisory board of education experts to aid and challenge its thinking, and it was prominent in the global debate about the challenges of the pandemic and the role of technology in supporting remote learning. During the first wave of lockdowns it partnered with EDUCATE Ventures to understand how the crisis affected teaching and learning and trace the impact of the crisis from policy to pupil in the UK.
In 2020/21 colleagues across the Press had grappled with a huge and unprecedented crisis: a pandemic that forced them to work from home, with virtually no warning, and to continue to do so over many months of uncertainty about the length of the disruption, concerns about their health and that of their families, and amid rapidly changing government rules on social distancing.

Their response was heroic. Showing great flexibility, teamwork and dedication, everyone threw themselves at the challenge of helping customers through Covid-19, while continuing to press ahead with key strategic projects and prepare for the integration with Cambridge Assessment.

The crisis underscored the strength of the Press’s open and sharing culture and why we keep investing in our people to ensure that the integrated Cambridge University Press & Assessment will continue to attract and retain colleagues of the highest quality in a very competitive employment market.

Our investment includes skills development; an apprenticeship scheme; a focus on equality, diversity, inclusion and belonging; and the encouragement of community engagement and charitable activity by our offices around the world.

Concerned about the stress of prolonged home working and home schooling, the Press supported colleagues through the pandemic with a range of initiatives. We emphasised that people should only attempt as much work as their circumstances allowed; we replaced formal on-site check-ins and devoted a section of the intranet to advice on well-being and mental health; and we invested in coaching from external professionals around issues of change, resilience and well-being.

We listened closely, while also gauging colleagues’ concerns through regular surveys. Our global wellbeing survey in November 2020, run with Cambridge Assessment, identified differences between colleagues in their perceptions of career progression prospects. Senior managers and leadership teams engaged in interpreting the results and implementing practices to ensure colleagues were being supported to manage work, life and prospects. Senior managers and leadership teams engaged in interpreting the results and implementing practices to ensure colleagues were being supported to manage work, life and prospects.

As part of those preparations, we developed a new leadership framework as part of our single shared strategy. This sets out the qualities and behaviour we expect in leaders and how we recruit and assess them.

In skills development, we continued our programme for colleagues new to line management, though Covid meant this had to be conducted entirely online. Our webinars on career development for younger colleagues were rolled out from the UK to India, The Philippines and the US.

We continued with our successful apprenticeships programme, joining forces with Cambridge Assessment to give places to 40 new colleagues. Paid internships at the Press were given to eight people in the UK and seven in South Africa. We actively recruited interns among people under-represented in publishing, with the support of diversity organisations and our own disability and neurodiversity staff network.

The pandemic made it even more challenging for school students to get good quality work experience. We hosted three virtual work experience days in Peterborough. Over 500 students, aged 13 to 17, learnt about the world of publishing, designed their own book cover images, created social media campaigns and wrote radio adverts for their chosen book.

We want a truly diverse and socially aware workforce, with equal treatment for all. We implemented a new talent acquisition platform in July 2020, which monitors the diversity of applicants and hires. This gives us deeper insight into the mix of applicants in different areas of the business and seniority levels.

An important initiative was the appointment of our first dedicated Global Director for Equality, Diversity, Inclusion and Belonging. Serita Bonsignore, who will work across Cambridge University Press & Assessment, holds a master’s degree in Global Diversity Governance and brings more than 15 years’ experience in human resources management to the new position.

Following the death of George Floyd, which caused such shock around the world, the Press made a Commitment to Change, undertaking to be a strong global voice against racism and for diversity and inclusion. We drew up an Anti-Racism Action Plan, which included gathering colleagues’ experiences of racism in the workplace. We calculated our Race Pay Gap, where this exists, in our major offices and are developing a programme to improve the retention and professional development of marginalised colleagues of colour.

In March 2021, the Press was accredited as a living wage employer by the Real Living Wage Foundation. This means we have made a public commitment that that all UK colleagues receive the minimum hourly wage set annually by the Real Living Wage Foundation, a voluntary benchmark for employers who wish to ensure their staff earn a wage they can live on, not just the government minimum.

We are determined to narrow our gender pay gap and are pleased that the Press’s median UK gap fell to 13.8 per cent by 31 March 2020, down from 15.9 per cent the previous year, while the mean also dropped, to 18.5 per cent from 20.7. But we recognise there is much more to do. Our managers are supported to help identify and mitigate drivers of the gender pay gap while other actions on gender equality include the promotion of more flexible working arrangements, to balance caring responsibilities with business needs. In 2020/21, as we began to integrate the Press and Cambridge Assessment, a core project within our People and Culture workstream was bringing together the best of our family friendly policies and provisions.

Charitable giving and community engagement

Charitable giving and community engagement are an important part of our culture. Colleagues were imaginative and generous in their fundraising and giving, raising just over £49,000 through a wide range of events, including virtual and actual walks and runs in the UK and New York, an international scavenger hunt, eco challenges in Manila, buying toys and Christmas presents for disadvantaged families in Brazil and donations through the UK’s Give As You Earn payroll scheme.

Donations from the Press raised the grand total to more than £75,000. This included support for Castle School, our charity partner in Cambridge, whose three to 19-year-old students have a range of physical and learning needs. The school opened its refurbished library in May 2021, improved through the Press’s support. The space now has a colourful and comfortable castle theme, with turret, moat and a large mural showing the adventure of reading.

In India, we began a partnership with the One Billion Literates Foundation, which works to improve rural livelihoods through foundational and primary education and English language and basic computer literacy. It empowers women from rural communities by training and employing them as para-teachers. The programme runs in nearly 80 rural government primary schools.

Through volunteering, nearly 170 Press and Assessment colleagues gave nearly 1,600 hours to a variety of projects, including providing mentoring and language learning support for refugees in Jordan and Lebanon, helping judge a children’s creative writing competition for disadvantaged children for the National Literacy Trust and helping the UK’s Wildlife Trust control ragwort, an invasive plant, on a nature reserve.

More than 44,000 books were donated to a wide range of causes internationally. They included a large contribution of English Grammar in Use from the ELT group. Nearly 13,400 books were donated to nearly 40 prisons and some 5,800 more to Borderline Books, which distributes to prisons as well as to refugee and other community groups.

Our team in Cape Town partnered with The Bookery, supporting an initiative to donate Rainbow Reading books to libraries in disadvantaged schools, while in Nigeria, the Press donated English, maths and science textbooks to primary school pupils in Lagos State in collaboration with Unicef.

Pupils, staff and Press colleagues celebrate the opening of the new library at Castle School.

"We expect one legacy of Covid will be a permanent shift to more flexible patterns of work, with colleagues preferring a hybrid model that mixes some days in the office and some working from home.”
Environment and sustainability

The Press is committed to protecting the environment, reducing our impact on it, and being a leading publisher of content that educates and helps to frame the global debate about climate change and sustainability.

In September 2020, we were delighted that our efforts were recognised when we won the inaugural Sustainability Award from the UK’s Independent Publishers Guild. The award recognised the quality of our publishing on sustainability, the concrete actions we have taken to make our own operations more sustainable, and the energy and enthusiasm of colleagues across the Press in working towards our sustainability goals.

As a leading publisher of climate change research, we were pleased that industry analysts Navstem and EduDataKub found Cambridge publications are being used by 37 per cent of students enrolled on courses studying the subject in US and Canadian universities, with the next biggest publisher at 18 per cent.

We have strengthened both our academic and trade lists with new and refreshed titles that include the new Open Access journal How and Why We Must Clean Up Our Planet by science writer Julian Cribb. Our English Language Teaching group is planning to move our GPG ELT & Education cradle to gate online access where possible.

Our results indicate our progress for the extended 15 months of the 2020/21 reporting period, from May 2020 to July 2021, alongside our figures for the 12 months of the 2019/20 financial year. While the figures are not directly comparable, our UK energy total emissions fell by 69 per cent to 34tCO2e. Under scope 2 total emissions fell by 24 per cent to 334tCO2e.

Both our organisations received recognition from the UK National Union of Students’ Green impact programme, a UN-endorsed award scheme supporting environmentally sustainable practices in academic organisations. We achieved a Bronze Award and Cambridge Assessment won Platinum.

In April, we made a joint commitment with Cambridge Assessment to be carbon zero for our energy-related emissions by 2048, with an ambition to get there 10 years sooner in line with the University’s campus-wide goal. We have put in place a new environmental data management system that lets us report on our carbon emissions across scope 1 and 2 in real time and are working to calculate the carbon footprint of our academic websites through the DIMPACT project.

We manage our emissions via the world’s most widely used greenhouse gas accounting standards, the GHG Reporting Protocol – Corporate Standard: scope 1 covers direct emissions such as onsite combustion fuels, scope 2 covers indirect emissions via the purchase of electricity, and scope 3 measures other indirect emissions across the entire value chain such as purchased products, travel, transport, and waste.

Our results indicate our progress for the extended 15 months of the 2020/21 reporting period, from May 2020 to July 2021, alongside our figures for the 12 months of the 2019/20 financial year. While the figures are not directly comparable, our UK energy total emissions fell by 69 per cent to 34tCO2e. Under scope 2 total emissions fell by 24 per cent to 334tCO2e.

The 2020/21 figures were significantly affected by the Covid-19 pandemic, which reduced business operations: global offices were closed, resulting in home working, and business travel effectively stopped. Video conferencing was rapidly rolled out to home workers, further reducing the need for travel between sites. Our working groups raised awareness among homeworkers on ways to reduce energy consumption.

We are committed to reducing our global scope 1 and scope 2 emissions as soon as possible, while within scope 3 our priority areas continue to be paper publications, business travel, freight and warehousing and supply chain partners. We shall continue to reduce office resource consumption and waste; source only the most environmentally friendly five-star Bookchain grade forestry products; and aim to extend our international data collection.

The table provides our energy, carbon and other scope 3 data deemed significant. Three intensity metrics are provided to normalise the data. Across these time intensity ratios will indicate carbon reduction progress relative to our number of colleagues, our gross internal area space and/or financial turnover.
Each year, Cambridge University Press is proud to receive a range of awards in the worlds of academia and educational publishing. Below is a list of the awards and prizes that we have received so far this year.


Maria Grazia, Drugs Politics: Managing Disorder in the Islamic Republic of Iran, winner 2020 Nikki Keddie Book Award, Middle East Studies Association

Subhāshis Ghosal and Aad van der Qaai, Fundamental of Nonparametric Bayesian Inference, winner DeGroot Prize 2019, The International Society for Bayesian Analysis

Erika Graham-Gearing, Princeton Power in Latin Medieval France: Jeanne de Penthièvre and the War for Brittany, shortlisted 2021 Gladstone Prize, Royal Historical Society


Raphael Greenberg, The Archaeology of the Bronze Age Levant: From Urban Origins to the Demes of City-States, 3700-1000 BCE, winner 2020 ANU ANU Book Award, Australian and New Zealand Association of Professional Historians

Sean Giffen, The Loyalist in Pennsylvania and Early and Revolution, winner 2020 W. Bruce Lincoln Book Prize, Association for Slavic, East European, and Eurasian Studies, and winner 2020 Ecclesiastical History Society Book Prize

Malcolm Hartzman, Jacob & Eau: Jewish European History Between Nation and Empire, winner 2020 Center for Austrian Studies Book Prize

Roderick P. Hart, Civil Hope: How Ordinary Americans Keep Democracy Alive, winner 2019 J. E. Grant McCall Political Communication Research Award, National Communication Association

Boris Jeremić and Jeffrey A. Jenkins, The Managerial Turn: New Book of the Year, winner 2018 European Union Book Prize, Association of European Institutions


Laura Shannon Price Silver, The Russian Graphosphere, 1450–1850, winner 2018 Best Book Award in the Social Sciences, European Association for Evolutionary Political Economy


Samantha Whatmore, The Emergence of Racial Science, winner 2018 Australian Book of the Year, winner 2018 DeGroot Prize, The International Society for Political Theory

Grégory Mallard, Gift Exchange: The Transnational History of a Political Idea, joint winner 2020 History of Sociology Distinguished Scholarly Book Award, American Sociological Association

Nisar Ahmad Gani, Drug Policies: Managing Disorder in the Islamic Republic of Iran, winner 2020 Nikki Keddie Book Award, Middle East Studies Association

Subhāshis Ghosal and Aad van der Qaai, Fundamental of Nonparametric Bayesian Inference, winner DeGroot Prize 2019, The International Society for Bayesian Analysis
Abstract of the Financial Statements

The Members of the Press Syndicate are pleased to present the following abstract of the financial statements of the Press for the fifteen month period ended 31 July 2021.

The Press and Payment Syndicate

The Press is the publishing house of the University of Cambridge (the ‘University’), whose right to print and sell ‘all manner of books’ was granted by Henry VIII in 1534. It is the oldest publishing house in the world, having published continuously since the 1580s. Cambridge University Press is established by Statute of the University. It is part of the University, and it further the University’s mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

Statute 1 of the University of Cambridge, the Press’s governing document, the full text of which is set out on page 40 of this report, states: “There shall be in the University a Press which shall be devoted to printing and publishing in the furtherance of the acquisition, advancement, conservation, and dissemination of knowledge in all subjects; to the advancement of education, religion, learning, and research; and to the advancement of literature and good letters”.

The Press is governed by the Press Syndicate, a body consisting of the Vice-Chancellor or his/her deputy as Chair, a University Officer appointed by the Council and up to sixteen members, of whom not more than two may be members of the University Senate. The powers of the Syndicate are fully set out in Statute 1 and the supporting Ordinances of the Press.

The Syndicate consists of the Press Committee who served during the fifteen months ended 31 July 2021 and up to the date of approval of these financial statements, unless otherwise stated, were as follows: Professor Stephen Toope (Vice-Chancellor) Sir David Bell (Senior Independent Director) Dr Toku Adut Professor Kenneth Armstrong Dr Kasia Bodly (appointed 1 January 2021) Dr Andreas Brunner (appointed 1 January 2021) Professor Carrie Clarke Dr Jessica Gardner (University Librarian: University Officer Syndic) Dr David Good (resigned 31 December 2020) Professor Emily Gowers Professor Michael Kent Professor David Parsons (Interim Head of Legal Services: University Officer Syndic) Professor Richard Partington Professor Richard Prager Mr Ian Price (appointed 1 July 2021) Ms Radhika Radhakshman (appointed 1 August 2021) Professor David Runciman (resigned 13 November 2020) Mr Jonathan Scott (appointed 1 August 2021) Dr Sue Swaffield Professor Sarah Worthington

The responsibilities of the Press & Assessment Board include the preparation and approval of the Annual Report and Financial Statements of the Press in accordance with Statute 1 of the University of Cambridge and on behalf of the Syndicate. The Press & Assessment Board receives a recommendation from its Audit Committee as part of the approval process and also the report of the independent auditor. The approved financial statements are signed on its behalf and at its direction by the Press’s Chief Executive and its Chief Financial Officer. Membership of the Press & Assessment Board and its various committees is set out in detail below.

Press and Assessment Board and its sub-committees

Members of the Press & Assessment Board who served from 1 May 2020 and up until the date of approval of these financial statements, unless otherwise stated, were as follows: Mr Anthony Odgers (Chair), Chief Financial Officers, University of Cambridge. Professor Graham Virgo, Senior Pro-Vice-Chancellor, University of Cambridge. Sir David Bell, Senior Independent Director Professor Kenneth Armstrong (appointed 17 September 2020) Professor Chris Kennedy Mr Andrew Jordon (appointed 17 September 2020) Mr Saul Nassi, Cambridge Assessment Chief Executive (resigned 31 July 2021) Mr Richard Partington

Abstract of the Financial Statements 33

Annual Report 2021

Annual Report 2021

32 |

Awards and prizes
Academic Publishing Committee

The Academic Publishing Committee approves every Academic title (books and journals). Members who served from 1 May 2020 and up until the date of approval of these financial statements, unless otherwise stated, were as follows: Professor Kenneth Armstrong (Chair) Dr Toke Aidt Professor Amira Bennison (appointed 9 October 2020) Dr Kasia Boddy Dr Angela Broderick Professor Cathie Clarke Professor Nicola Claysor Mrs Ella Colin, Executive Mr Ben Denne, Executive Professor David Ferguson (appointed 8 October 2021) Professor Emily Gowers Professor Tim Harper Mrs Amanda Hill, Executive Professor Aniet Isiels Professor Duncan Kelly (appointed 3 September 2021) Professor Joan Lasenby Professor David McKitterick Professor Tony Minson Mr Peter Phillips, Executive Professor Barbara Sahakian Mr Kevin Taylor (Secretary), Executive Professor Andy Woods

Academic Advisory Board

The Academic Advisory Board ensures that sufficient input, oversight and guidance is committed to the direction of Academic publishing within the Press, feeding advice and analysis to make the Press & Assessment Board aware of all necessary issues. Members who served from 1 May 2020 up until 31 July 2021, unless otherwise stated, were as follows: Professor David Runciman (Chair until 17 September 2020; resigned 17 September 2020) Professor Kenneth Armstrong Professor Cathie Clarke Dr Jessica Gardner Ms Amanda Hill, Executive Mrs Patricia Holland (appointed 1 February 2020) Professor David McKitterick (appointed 20 March 2020) Mr Peter Phillips, Executive Mr Sam Pringle, Executive Mr Kevin Taylor (Secretary), Executive Professor Graham Virgo

Online Education Committee

The Online Education Committee approves any courses for inclusion in ‘Cambridge Advanced Online’ based on market research, assessment by the Press’s editorial team including peer review, and consideration of the pedagogical approach and assessment against an agreed quality framework. Members who served from 1 May 2020 up until 31 July 2021, unless otherwise stated, were as follows: Professor Richard Prager (Chair) Mr Michael Cresswell, Executive Ms Amanda Hill, Executive Dr Lisa Jardine-Wright Professor Peter Jones Dr Sue Jones Professor Joan Lasenby

Mr Michael Cresswell, Executive (appointed 3 September 2021)
Mr Mark Day, Executive
Mr Nick Temple, Executive

Mr Kevin Taylor (Secretary, Executive
Dr Elaine Wilson
Ms Anna Wood, Executive
Professor Chris Young

ELT and Education Publishing Committee

The ELT and Education Publishing Committee approves the publishing programmes of the ELT and Education businesses. Members who served from 1 May 2020 and up until the date of approval of these financial statements, unless otherwise stated, were as follows: Professor Chris Kennedy, (Chair) Mr Felice Baxter, Executive (appointed 9 March 2021) Mr Paul Colbert, Executive (appointed 23 September 2021) Mr Rob Cooper, Executive (appointed 23 September 2021) Dr David Good Ms Frances Lowndes, Executive (appointed 9 February 2021) Professor Rose Luckin Dr Gary Mottram Mr Peter Phillips, Executive Mr Rod Smith, Executive Dr Sue Swaffield Mr Kevin Taylor (Secretary), Executive Mr Andrew Wotton, Executive (appointed 23 September 2021) Mr Jon Williamson, Executive (appointed 23 September 2021) Ms Fran Woolward, Executive (appointed 23 September 2021) Professor Mike Younger

The Executive and Management

The day-to-day management of the Press is delegated to the Chief Executive, who appoints the Press Board (at 31 July 2021 consisting of ten Directors), and other staff as he deems necessary to conduct the Press’s business around the world. Members of the Press Board who served from 1 May 2020 and up until 31 July 2021, unless otherwise stated, were as follows: Mr Peter Phillips, (Chair) Mrs Cathy Armor Mr Andrew Chandler Mr Paul Colbert Mrs Amanda Hill Mr Mark Maddocks Ms Catie Shet Mr Rod Smith Mr Kevin Taylor Mr Mark Whitehouse

Syndics’ Statement

The Abstract of the Consolidated income statement for the 15 month period ended 31 July 2021, the Abstract of the Reconciliation of movement in capital and reserves for the 15 month period ended 31 July 2021 and the Abstract of the Consolidated balance sheet at 31 July 2021 (the ‘abstract of the financial statements’) presented on page 37 are not full financial statements of Cambridge University Press, but a summary of information derived therefrom. Under Statute 1 of the University of Cambridge, the Syndics are responsible for preparing full financial statements and for having these audited. In accordance with formally delegated authority the Press & Assessment Board discharge this responsibility on behalf of the Syndics and have elected to prepare the full financial statements in accordance with the requirements of United Kingdom Accounting Standards and applicable law.

Mr Saul Nassie, Executive (appointed 31 July 2021) Mr Kevin Taylor (Secretary), Executive Dr Elaine Wilson
Ms Anna Wood, Executive
Professor Chris Young

The full financial statements from which the abstract of the financial statements is derived, were approved by the Press & Assessment Board on 4 November 2021. The independent auditors’ report on the financial statements was unmodified. The full financial statements are available on request from Cambridge University Press, University Printing House, Shaftesbury Road, Cambridge CB2 8BS.
Notes

a) The maintenance and integrity of the Cambridge University Press website is the responsibility of the Press & Assessment Board; the work carried out by the auditors does not involve consideration of these matters and, accordingly, the auditors accept no responsibility for any changes that may have occurred to the financial statements since they were initially presented on the website.

b) Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Respective responsibilities of Press & Assessment Board and auditors
The Press & Assessment Board, under formally delegated authority from the Syndics, is responsible for preparing the Annual Report of Cambridge University Press for the 15 month period ended 31 July 2021 (the ‘Annual Report’), in accordance with Statute I of the University of Cambridge, which includes information extracted from the full annual financial statements of Cambridge University Press for the 15 month period ended 31 July 2021.

Our responsibility is to report to you our opinion on the consistency of the summary financial information, included within the Annual Report, with those full annual financial statements. This statement, including the opinion, has been prepared for and only for the Press & Assessment Board as a body and for no other purpose. We do not, in giving this opinion, accept or assume responsibility for any other purpose or to any other person to whom this statement is shown or into whose hands it may come save where expressly agreed by our prior consent in writing.

Basis of opinion
Our examination involved agreeing the balances disclosed in the Abstract of the Financial Statements to the full annual financial statements. Our audit report on the full annual financial statements of Cambridge University Press describes the basis of our audit opinion on those financial statements.

Our opinion
In our opinion the financial information is consistent with the full annual financial statements of Cambridge University Press for the 15 month period ended 31 July 2021.
Trafficking Statement

trafficking, and reflects our commitment to acting ethically and our zero-tolerance to all modern forms of slavery and human trafficking.

Our Policies on Slavery and Human Trafficking

Please visit cambridge.org/about-us.

Our Structure

Cambridge University Press (‘the Press’) dates from 1534 and is part of the University of Cambridge. Our mission is to unlock people’s potential with the best learning and research solutions. Playing a leading role today in global market place, the Press has over 50 offices and 2,200 employees, and publishes over 50,000 titles by authors from over 100 countries, bringing thousands of subjects and millions of ideas to the world.

Our publishing covers a huge range of subjects with professional books, textbooks, monographs, reference works, English language teaching publications and academic monographs. Across the whole of our publishing, from starter-level English language teaching materials for learners worldwide, through curriculum-oriented textbooks and e-resources, to the most specialised academic research outputs, we maintain and extend our age-old reputation for high quality and technological innovation to meet the needs of our customers, authors and readers across the globe.

To find out more about what we do and our mission statement, please visit cambridge.org/about-us.

Our Policies on Slavery and Human Trafficking

Our Anti-Slavery and Human Trafficking Policy outlines our zero-tolerance to all modern forms of slavery and human trafficking, and reflects our commitment to acting ethically and with integrity in all of our business relationships.

Our Code of Ethics, which is updated annually, provides guidance on the standards of behaviour to which all our staff must adhere.

The Code of Ethics reflects the Press commitment to implement systems and controls that ensure modern slavery is not taking place anywhere within our organisation or in any of our supply chains. It also states our requirement for relevant third parties to hold themselves and their own relevant suppliers to the same high standards.

Press employees are required to certify that they have read and understood the Code of Ethics on an annual basis.

Our Third Party Code of Conduct outlines the minimum standard of behaviour we expect from all our third parties (including agents, contractors, distributors, joint venture partners, and suppliers), and currently operate 14 warehouses in over 80 countries. We currently work with around 2,000 of these third parties. To start with, we prioritised the risk assessment of these 2,000 third parties taking into account our annual expenditure with them, their country risk, and the production/procurement risk, as well as internal knowledge of the company in question and its ongoing supply chain. The results of this risk assessment supported the following about the risk levels within our supply chain:

High risk: Primarily printers, typesetters and distribution partners
Low risk: A mix of the above, plus other third party types such as digital distributors, marketing suppliers, and internal suppliers, to include legal service companies, accounting firms, IT infrastructure suppliers, etc.

No risk: Authors and freelancers (being individual suppliers)

Due Diligence Processes

Having established where our risk lies, it is important that we continuously discover and explore our supply chain to understand whether there is evidence of modern slavery and human trafficking, and whether there are sufficient controls in place to prevent it. The steps we currently undertake to assess modern slavery risk are completed as part of our third party due diligence process. All new third party relationships and any existing third party relationships being reviewed, are subject to the following:

• Questioning around compliance with international labour law to include specific questions about modern forms of slavery and trafficked labour to help us understand:
  • the processes our third parties have in place to ensure modern slavery and human trafficking does not exist within their own operations as well as in their supply chain
  • whether they have training programmes in place to ensure their employees are trained to understand ethical concerns
  • Production of digital materials and platforms
  • Production of printed materials
  • Warehousing

Assessment of Modern Slavery Risk within our Supply Chain

Following review of the principal activities included in our supply chain, we have determined that there are six main activities our third parties undertake which could pose a potential risk from a modern slavery and human trafficking perspective:

• Digital editing and typesetting
• Distribution
• Production of items ancillary to the production of printed materials (toys and textiles)
• Production of digital materials
• Supply of electronic devices to the Press
• Warehousing

In 2016 we completed a detailed analysis of our global third party community, which is made up of many thousands of suppliers and distributors. We identified that the majority of Press expenditure is with around 2,000 of these third parties. To start with, we prioritised the risk assessment of these 2,000 third parties taking into account our annual expenditure with them, their country risk, and the production/procurement risk, as well as internal knowledge of the company in question and its ongoing supply chain. The results of this risk assessment supported the following about the risk levels within our supply chain:

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SUPPLY CHAIN

Low risk 85%
Medium risk 12%
High risk 3%

In 2021, we became a member of Sedex. Sedex is a membership organisation that provides an online platform for businesses to manage their responsible supply chain, and improve working conditions within their supply chain.

Our online training course helps to ensure that all employees are aware of our regulatory obligations, and are able to identify any issues in regards to modern slavery and human trafficking and raise them appropriately so that any concerns can be addressed.

Measuring Effectiveness – Key Performance Indicators

The Press has committed to review its Anti-Slavery and Human Trafficking Policy annually and more frequently if it feels the policy or its KPIs require it. To help measure compliance and the effectiveness of the policy and, through that, our progress in preventing modern slavery and human trafficking from taking place in our business and supply chains, we use a number of key performance indicators (KPIs) to monitor the numbers of:

• Employees or third parties signed to our Code of Ethics
• Employees and third parties who have completed training
• Risk assessments of third parties carried out
• Due diligence processes completed
• Audit processes completed
• Partnerships entered into with relevant organisations such as BCP and Sedex

These were first established in our 2015/2016 and we consider whether they are still appropriate as part of our annual review of the policy.

Declaration

This statement is made by Cambridge University Press, a Department of the University of Cambridge, and has been approved by the organisation’s Board. It is a statement made in accordance with section 54 of the Modern Slavery Act 2015 and covers the financial period from 1 May 2020 to 31 July 2021.
1. There shall be in the University a University Press which shall be devoted to printing and publishing in the furtherance of the acquisition, advancement, conservation, and dissemination of knowledge in all subjects; to the advancement of education, religion, learning, and research; and to the advancement of literature and good letters.

2. There shall be in the University a Press Syndicate. The management of the finance, property, and affairs generally of the University Press shall be the responsibility of the Press Syndicate which shall exercise in relation thereto all the powers of the University except in so far as the Statutes and Ordinances expressly or by necessary implication provide otherwise. The Press Syndicate shall consist of the Vice-Chancellor or a duly appointed deputy as Chair and such number of members of the Senate appointed in such manner as shall be determined from time to time by Ordinance.

3. The Press Syndicate shall have power in the name of the University and for the purposes of the University Press to exercise the powers in Statute A II 3–8. These powers shall apply to investment as well as to any other activity or function of the University Press. Save only insofar as the Statutes, Ordinances or regulations enacted under Statute J 5 expressly or by necessary implication provide otherwise, these powers may be exercised at the absolute discretion of the Press Syndicate.

4. All income accruing to the University Press shall be credited to the accounts of the Press Syndicate and all University Press capital and income shall be controlled by the Press Syndicate and applied by them at their sole discretion for the purposes of the University Press.

5. The Council shall have authority to impose limitations on the power of the Press Syndicate to enter into any financial commitments or to grant security on the property of the University Press.

6. The Press Syndicate shall have power in the name of the University to engage persons for employment in the service of the University Press, determine their salaries and pensions, and prescribe the conditions of their service.

7. Persons holding certain posts in the University Press which have been specially designated under this section by the Council on the recommendation of the Press Syndicate shall be treated as University officers for the purposes of Statute A III 10(b), Statute B I 1, Statute B II 2, and Statute A X 2(b).

8. The accounts of the University Press shall be audited annually by one or more qualified accountants appointed by the Council. The Council shall in every year appoint one or more persons from among the members of the Finance Committee, who shall examine these accounts, confer with the auditor or auditors, and report to the Council.

9. There shall be a Press Seal, as a seal of the University to be used on the directions of the Press Syndicate in matters relating to the affairs of the University Press; but the existence of the Press Seal shall not invalidate the use in connection with such matters of any other seal of the University. The University shall have power to make Ordinances concerning the custody and affixing of the Press Seal.

10. The Press Syndicate shall have power to delegate any of their powers under this Statute subject to any limitations imposed by Ordinance.

11. The term ‘property of the University Press’ here and elsewhere in Statutes and Ordinances shall refer to property of the University, both real and personal, held or used for the purposes of the University Press. In favour of any person having dealings with the University Press a certificate signed by the Registrar that any particular property is the property of the University Press, or that any limitations imposed under Statute J 5 have been complied with, shall be conclusive.

12. The Press Syndicate shall make an Annual Report to the Council, which shall be published to the University either as a whole or in summary.

13. Notwithstanding the provisions of the foregoing sections, the Council shall have power in circumstances which the Council deems to be exceptional, on the advice of its Finance Committee, to discharge the Press Syndicate, and to assume full responsibility itself for the management of the Press for the time being. If the Council has occasion to exercise the powers available under this section, the Council shall make a full report to the University on the circumstances necessitating such action.

1. The following have been specially designated under this section: the Secretary of the Press Syndicate, Directors, Associate Directors, Senior Editors and Senior Managers of the Press.