Cambridge University Press & Assessment is a world leader in assessment, education, research and academic publishing. We are part of the University of Cambridge and share its mission ‘to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence’. This connection gives us an unrivalled depth of experience in research, academic publishing, national education systems, international education and English language learning.

We explore, collaborate, and innovate to find bold new ways to spread knowledge, spark enquiry, and aid understanding. We help people across the world to realise their potential, benefiting society and the planet. Through our products and services, we inform action around some of the world’s most pressing challenges, including climate change, and we are committed to reducing our environmental impact.

Our financial success is reinvested in progressing the Cambridge mission, enabling us to expand on the good we do.

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This Annual Report covers the year 1 August 2021 to 31 July 2022.
View this report online cambridge.org/annual-report
Information about Cambridge University Press & Assessment cambridge.org/about-us
Who we are

We’re focused on meeting the needs of our learners, authors and customers by bringing research, teaching, learning and assessment together.

Academic

We publish academic-level research, reference and higher education textbooks across a wide range of disciplines under the Cambridge University Press imprint. Cambridge Core hosts 1.6 million journal articles and 46,000 ebooks, and our higher education website hosts our learning materials. We are also the world’s oldest Bible publisher.

English

We help people learn English and prove their skills to the world. Our qualifications and tests for learners and teachers of English are recognised worldwide as a mark of excellence. How we use and learn English is one of our strongest areas of research, based on a multi-billion word collection, and informs our English language courses.

International Education

We are the world’s largest provider of international education programmes and qualifications for 5- to 19-year-olds. We are also a world-leading provider of materials, resources and services to teachers and learners, from ages 3-19, in print and online. Through Cambridge Partnership for Education we offer education reform across curriculum, assessment, learning and teacher materials.

UK Education

Oxford, Cambridge and RSA Examinations (OCR) is a leading UK awarding body, providing a wide range of general and vocational qualifications to help students achieve their full potential. Cambridge Centre for Evaluation and Monitoring (CEM) diagnostic and formative assessments empower teachers to understand students’ strengths and areas for improvement.

Global team

Our colleagues are at the heart of achieving our mission. We are a united, vibrant and respectful community of people who are empowered to try new things, innovate and develop in our own way. By collaborating and carefully listening, by being bold and taking ownership and by being flexible and keeping our promises, we maximise our impact and make a real difference to the people we serve.
Vice-Chancellor’s foreword
Professor Stephen Toope

This past year has seen Cambridge University Press & Assessment, now operating as a single organisation, reach further than ever.

As my five years as Vice-Chancellor draw to a close, I have been thinking about what has motivated me to take up this job - and what has continued to motivate me. The most powerful reason for doing the job has been that the University of Cambridge is a global institution driven by excellence and a mission to contribute to society.

It was obvious from the outset that Cambridge Assessment and Cambridge University Press, as they were when I came to Cambridge, were defined and propelled by those values and aspirations, which underpin everything the Press & Assessment does as a successfully consolidated organisation.

I have seen those values at work in how Cambridge University Press & Assessment responded to the emergency situation in Ukraine, at a time when schools came under attack and millions of children were displaced. The organisation moved quickly, and in lockstep with peers at the academic University, to support victims of the war and ensure their learning could continue.

Cambridge Partnership for Education has laid foundations to map the Ukrainian curriculum to education systems in the countries where refugees have sought sanctuary. Cambridge International has already started to unlock the huge potential of the combined organisation to deliver our mission more effectively.

As this annual report shows, our first year has been one of resilience, innovation and collaboration, with integration already starting to unlock the huge potential of the combined organisation to help our learners.

That approach is evident in the way we have responded to the continuing global crises. It’s there in the way our people respond to Covid-19, delivered digitally, and met the needs of millions of learners, educators and researchers. Or in how our people swiftly offered free learning and assessment resources from each other, forge new relationships and build something greater than the sum of our parts.

Integration works
Our whole community has demonstrated that integration works. More of our customers and learners now enjoy seamless Cambridge experiences with a single point of contact. This is the case even where our products and services are complex; our aim is that to our end users, it feels frictionless.

In English, sophisticated artificial intelligence powered products such as Linguishto show us can be at the forefront of technological and pedagogical innovation while delivering a first-rate customer experience. As we combine these advances with the whole organisation’s capability in deep data analysis and expertise in assessment and learning, we are creating powerful tools to help drive our mission.

“Our first year has been one of resilience, innovation and collaboration.”

Chief Executive’s overview
Peter Phillips

When Cambridge Assessment and Cambridge University Press formally came together as one organisation on 1 August 2021, we were already colleagues and friends. In fact, we’ve been working together since 1858, when the Press first printed exam papers for what was then the University of Cambridge Local Examinations Syndicate. Generations of ever-closer partnership followed.

For much of our community, the integration felt natural, even as we dealt with complications. It has been a great joy to witness peers from across what is now a single, global organisation learn from each other, forge new relationships and build something greater than the sum of our parts.

As this annual report shows, our first year has been one of resilience, innovation and collaboration, with integration already starting to unlock the huge potential of the combined organisation to deliver our mission more effectively.

As our acquisition of online learning technology company CogBooks allows us to combine the excellence of our content with CogBooks’ adaptive courseware technology, helping institutions deliver higher quality, flexible learning both in-person and remotely.

We deepened ties with our own academic University. When we operate together, we can bring something unique to global education. You see a snapshot of that capability in Cambridge Advance Online, which brings an outstanding online learning experience to professionals around the world. It combines unmatched teaching and learning expertise with digital tools to enable some of the foremost scholars of our time to help professionals apply cutting-edge knowledge to real-world challenges: from translational medicine to sustainable infrastructure to business intelligence.

Our first year has been one of resilience, innovation and collaboration.”
Critically, an ever-growing proportion of this academic work is Therapeutic Targeting of RAS Mutant Cancers.

Such work shows the need to stand back, to try and understand what really matters. This work is hard. It can feel, to borrow James Joyce’s words, “like holding water in your hand,” but we are making important progress.

I was proud that Cambridge published a landmark new scholarly edition of Joyce’s Ulysses to mark the centenary of its first publication. And its impact will be even greater through being available to institutions around the world on Cambridge Core, joining more than 46,000 other books and 1.6 million journals on our online academic platform.

Cambridge Elements, which we first launched three years ago, has come into its own. It has developed new ways for peer-reviewed publishing to work, rethinking established models such as journal articles and monographs to develop a whole new product category. These original, succinct, authoritative and reviewed publishing to work, rethinking established models such as journal articles and monographs to develop a whole new product category. These original, succinct, authoritative and scholarly works span the arts and sciences: from The Politics of Beauty to Therapeutic Targeting of RAS Mutant Cancers.

Prioritising what really matters

At the 2022 Education World Forum, I spoke of the need to prioritise wellbeing for students, teachers and our whole community. In this volatile and uncertain age – where many people experienced disrupted learning and isolation – we have to reckon with the long-term consequences. Our Cambridge Centre for Evaluation and Monitoring is doing just that, with research that sheds light on teachers’ comparative wellbeing before and during the pandemic.

Our work with the Faculty of Education on Cambridge Partnership for Education reform programmes worldwide – from Romania to India – and with the Cambridge Mathematics Project shows how we complement the University’s research base and teacher training capabilities to improve the lives of millions of learners.

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Critically, an ever-growing proportion of this academic work is open access. New research published open access in Cambridge Transformative Journals grew by almost 70 percent over the year. Our open access articles on Cambridge Core are read three-and-a-half times more often and receive some 60 percent more citations.

Sustainability – making the greatest difference

We are reducing our environmental impact across our operations, while growing our global influence in informing and shaping debate around climate change and environmental sustainability. We have committed to reach carbon zero on all energy-related emissions by 2048, with a 72 percent reduction by 2030. And we want to beat those targets.

We achieved ISO 14001 certification for our UK operations’ environmental performance, the international best practice standard. Our first UN Global compact report, available online, details more about how we are playing our part in meeting the global challenge of sustainability.

But it is our impact through our education, research, publishing and assessment work that can make the greatest difference. We are offering free access to books and journals via our specialist, themed collections. In the run up to COP26 in November 2021, we released a package of 300 journal articles and book chapters to inform decision-makers during that crucial summit.

We are world-leading publishers about the environment and climate science, and a great example this year was Writing Gaia: The Scientific Correspondence of James Lovelock and Lynn Margulis. Their exchanges as they merged biology and atmospheric science to develop the influential Gaia hypothesis, underline why we must tackle climate change holistically, working across science, social science and humanities.

We are working with school communities, teachers, researchers, governments and learners to rethink what sustainability can mean for education. In April 2022, the UK government backed our campaign – based on a wealth of evidence from our UK exam board OCR, our Assessment Research Division, thousands of teachers and some of the nation’s foremost environmentalists and educators – to introduce a new GCSE in Natural History. It will be the first new GCSE in more than a decade, and as the then-Secretary of State for Education put it: “education is one of our key weapons in the fight against climate change.”

That’s exactly right. It’s one reason why we have appointed Christine Oxden – who has been leading Cambridge Assessment International Education – to serve as our first ever Global Director of Climate Education, to work with stakeholders outside our organisation and with our colleagues to develop the impact we can have through climate education.

In our first year of trading as the Press & Assessment, total revenues rose 12 percent to £868 million compared with £772 million in the previous year. That was underpinned by a significant rise in assessments delivered and publishing materials sold as a result of the reopening of many exam centres and the recovery of markets for learning products. Substantial growth was recorded in India, Latin America and the Gulf, as well as with the return of examinations in UK schools, but regulatory changes impacted business in China markedly. Expenditure was contained for much of the year while uncertainty from Covid remained high but started gradually to return to pre-pandemic levels as market confidence increased, and we made additional payments to help colleagues with escalating price inflation around the world. There was a significant additional pensions deficit recovery charge relating to the Universities Superannuation Scheme following its 2020 valuation. Overall, our operating profit after those charges was £106 million, up eight percent on the previous year’s £98 million.

Deeper partnerships, stronger operations

None of this would be possible without the deep partnership between all of our groups. The effective delivery of our assessments for millions of people depends on critical work from our Technology and Operations teams, as well as those in our product groups. You see that in the pragmatic and rapid way that IT services are delivered in Manila and worldwide, or in the way multiple warehouses and supply chains have been unified in India, supported by our Property team. It’s also underlined by new approaches to recruitment from our People team, and process improvements driven by Finance.

Our long history gives us a sense of perspective. Education and research are, by their nature, long-term endeavours. The fruits of today’s investments in ‘greening the curriculum’, in translating the Ukrainian curriculum for displaced children, or in opening access to new findings on public health nutrition may not be fully felt for a generation. But we know that what we do has never mattered so much to so many around the world.

Our values endure, as fashions come and go. That’s what drives us as a single organisation to deliver products and services that can improve lives everywhere. It is also why, when I look back at our first year of integration, I am most excited by the potential we have yet to realise. Our best days as one Cambridge are ahead of us.

Peter Phillips
Chief Executive
Our year

6,100 colleagues worldwide
85% of sales outside the UK
50 offices around the world

£868 million
Revenue in 2021–22

No 1 dictionary website in the world
(page views, July 2022)

Cambridge University Press has published
191 Nobel Laureates in books, journals and partners’ journals
71 Nobel Prize winners have had books published by Cambridge University Press

We reduced our UK electricity, gas and fleet emissions by
15%

60% of the paper we use is now from sustainable FSC certified sources

4.7 million online sessions on Cambridge Go, supporting classroom learning at all levels

Around 2 million grades issued globally by our exam boards
Where your world grows

Formed on 1 August 2021, Cambridge English provides learning, assessment and qualifications for learners and teachers of English. We have ambitions for major growth, by offering new ways to learn, differentiating our services and extending our customer range.

Market-leading quality
“People believe that if it’s a product from Cambridge, it’s going to have quality. It has gone through a process of rigour to get here. It has been adequately researched. It’s trusted,” says Francesca Woodward, Global Managing Director, English. We are the market leader in English teaching, learning and assessment – across schools, higher education, adult education and migration, with both world-class assessment and learning backed by one of the most revered research universities in the world. Every day of the year learners around the world took one of our assessments, totalling some 6.1 million assessments.

Planning and integrating
Our key driver for integration was to provide joined-up, more integrated solutions for English, as the people buying our publishing are also the people wanting to take our exams. Creating a top-class learning and assessment experience that’s proven to deliver better English language teaching and better performance and exams is the culmination of working collaboratively across our former publishing and assessment team for more than a decade. We had already worked closely together on developing joint capabilities, joint products and services and had grown a major business in Cambridge Exams Publishing.

The first year focus has been on bringing our different teams together. Organisational design work was completed in our three major business functions of propositions, commercial markets and marketing and research. Customer services has been integrated so that learners and teachers, whether they originally found Cambridge via the former Press or former Assessment, are now coming to a combined English customer services team.

We have also refreshed our strategy for future investments and are working through measures to improve productivity in key areas.

In April the group reached a key milestone in its integration journey, launching a new brand for English that is an extension of our organisational brand. Our film encapsulating its brand promise for English, ‘Where your world grows’, was viewed 6.8 million times. “We help English learners to progress no matter where they are in the world, no matter what age they are,” Fran continues.

External outlook
We are experiencing strong recovery in international markets as pandemic restrictions are reduced or removed, and teachers and students return to the classroom. A challenge arised from changes in education policy in China, intended to reduce financial and homework burdens, which had a significant financial impact as schools there had to move away from after-school or weekend tutoring. The war in Ukraine meant changes to operations in Russia at the outset of the invasion. High inflation globally may impact future demand as parents make difficult choices about their domestic expenditure and spending on children’s education.

High performance in occupational English
Our joint venture, Cambridge Boxhill Language Assessment Trust, which provides the Occupational English Test assessments to the health community globally, again performed very strongly this year, growing and outperforming expectations.

Digital innovations
Our colleagues worked closely with partners and external suppliers to create IELTS Online, which launched in 2022 to provide IELTS test takers around the world with the option to take their secure test at home. It has the same content and format as the existing pen-and-paper and computer-delivered IELTS tests, including a real-time face-to-face speaking test, delivered online by trained IELTS examiners.

We own the world’s leading English language online platform, the Cambridge Learning Management System, and began the huge job of migrating millions of users across to a new and improved platform, Cambridge One. We now have 7.3 million registrations and saw 50 million online sessions during the year.

Looking to the next few years, we now have good traction on our long-standing challenge of how to transform high-stakes assessments. In English we are on track for moving from manual, paper-based assessment into a digital product, while elsewhere we have focused on digitising assessment operations.

We launched an integrated learning and assessment product Test and Train which is already gaining momentum, helping people learning for one of our assessments to get short, sharp test practice workouts through the same product.

Along with using data to develop customer focused products such as Test and Train, we are developing auto marking through our long-standing challenge of how to transform high-stakes assessments. In English we are on track for moving from manual, paper-based assessment into a digital product, while elsewhere we have focused on digitising assessment operations.

“Our teams are working together to bring individuals and institutions the full range of products they want, offering integrated learning and assessment tools for English, via a single point of contact.”

Fran Woodward, Global Managing Director, English
In focus

South Asia

Before joining Cambridge University Press & Assessment in February 2021 as our first Managing Director for South Asia, Arun Rajamani worked in the education and technology sector. He took on the task of bringing together Assessment and the Press in South Asia, acting as a model for closer working across the rest of our organisation.

What was the goal in your mind with integration? By integrating teams, having a single leadership, a single strategy and a single face for the customer, we are better responding to the evolving needs of teachers and learners. By aligning teams with a common purpose, the customer gets a better experience and service from us.

Since integration, what has been the experience with schools? We work with about 3,000 schools and believe there is lots of opportunity for further growth. This year we put more focus on large groups of schools to enhance our relationships with them. When we go deeper, instead of going broader, we can offer more solutions and schools see more value in partnering with us. These integrated solutions span curriculum programs, such as Early Years, Cambridge International and Cambridge English, alongside learning resources and teacher development programs, and makes our proposition unique.

What’s next for schools in South Asia? We’ve identified two areas where we can add huge value to learners. One is equipping students to balance their learning resources and teacher development programs, and when we go deeper, instead of going broader, we can offer more solutions and schools see more value in partnering with us. These integrated solutions span curriculum programs, such as Early Years, Cambridge International and Cambridge English, alongside learning resources and teacher development programs, and makes our proposition unique.

What about in English? India is the largest market for IELTS and OET in terms of the number of test takers and we want these learners to succeed. We have made it easier for our partners administering IELTS and OET exams to help test takers prepare using our learning materials, giving them the knowledge to prove what they’ve learned.

What’s the future for English in India? We are shifting our focus in India from print towards digital solutions and addressing two core issues. The first is employability. More than 25 million young people in India may be missing out on good jobs because their English skills are not strong enough and we want to help those students achieve more. The second issue is mobility. India has one of the largest proportions of students who go overseas, either for education, employment or migration. English is often a requirement they need to have, so we want to equip them with that core skill.

What’s the outlook with Academic? India is the largest consumer of online content for higher education professionals. Both for skills as well as for degrees and diploma programs, online education has huge potential. We are partnering with universities in the country, such as the Indian Institutes of Technology, and offering joint programmes that learners can benefit from.

What is your vision for South Asia over the next few years? As well as supporting more customers within the country and the region, our biggest ambition is to engage with governments and to enable education transformation with our Cambridge Partnership for Education team. If we succeed in doing that, we will benefit millions of learners, giving them better access to quality education – one of the UN’s Sustainable Development Goals.

In focus

Shaping quality education for all

Cambridge Partnership for Education works side by side with governments, international development organisations and other partners to improve the quality of education systems. This can be anything across the education spectrum – from reforming national STEM assessments to virtual teacher training. Jane Mann joined the organisation in 2016 after a career consulting in educational publishing and reform. She became the founding Managing Director of Cambridge Partnership for Education in 2019.

How does Cambridge Partnership for Education make a difference? The best curriculum reforms are underpinned by great curricula, well-trained teachers, aligned assessment and high-quality textbooks. As our name suggests, we work in partnership with governments and other agencies, listening more than we speak, drawing together different skills and perspectives to enable change. We bring in specialists in curriculum, assessment, textbooks, digital publishing, teacher development, research and innovation, from across our organisation and our University. Taking into account context is essential too for getting good results as being responsive to shifting goals and schedules – be it to adjust to a change from a government or to be flexible in the face of pandemic.

Can you give an example of a successful partnership? We have strong partnerships across the world, some of which we’ve been building for years and others which have achieved specific goals in just a few months. We are reaching the conclusion of an exciting large-scale programme which will impact every child in government schools in Oman. We have been working closely with the Ministry of Education’s specialist teams for five years to design maths and science curricula and textbooks for grades 1–12, supported by teacher training, preparing the next generation with the skills and capabilities they will need to thrive as individuals and a nation.

What have been the highlights for Cambridge Partnership for Education in 2021–22? We’ve begun 21 new projects with governments and organisations around the world this year – more than ever before. Each one comes at a critical juncture, as quality education is one of the most important solutions to the biggest global issues we face.

Since March 2022 we’ve been rapidly developing a programme with Ukraine’s Ministry of Education and Science to support education during the war. It is drawing on expertise from across the organisation, including Cambridge Centre for Evaluation and Monitoring (CEM) and our Cambridge Mathematics Project, and we anticipate will also involve our University, as well as many other partners – most critically for funding.

We’ve been building strengths in specific regions, such as a new strategy with our South Asia team to reach millions of learners. This year we were confirmed as partners in Pakistan to support data-driven education development which will impact even the most marginalised girls, rural students and students with special education needs or disabilities across the country.

What is coming next? The global community is going to have to make bold moves to transform education if we are to realise a brighter, more sustainable future for everyone.

For example, learning poverty in low- and middle-income countries has surged to an estimated 70 percent. That means that only 30 percent of 10-year-olds in those countries can read and understand a simple sentence. In low-income countries alone, that goes down to 8 percent. That is absolutely catastrophic, and you can’t easily catch up from that. You have to do something radical, especially post-Covid, if the UN Sustainable Development Goals are to be achieved.

We met with education leaders at the Education World Forum in May 2022, and we have been preparing for the UN’s Transforming Education Summit in September 2022. We plan to bring the full strength of Cambridge to support this necessary and ambitious education transformation.
In 2022, Cambridge Assessment International Education issued grades to 460,000 students from more than 5,400 schools in 147 countries. After a year of ever-closer collaboration, Cambridge Assessment International Education (Cambridge International) and Cambridge University Press Education are formally integrating in August 2022, retaining the Cambridge International awarding body.

**Benefits of integration**

Bringing together the skills and capabilities of different units to make working with the organisation a frictionless experience will create much better solutions for all our customers. Our research across the years shows that aligning the curriculum, content, assessment and professional development around a common view of how to deliver excellent education, improves standards and allows high-quality products to be built.

Our International Education team unites Cambridge Assessment International Education, Cambridge University Press Education and Cambridge Partnership for Education to offer schools and governments worldwide a more joined-up experience of working with us, and an innovative range of products that combine our expertise in learning and assessment.

With this change Christine Özden, who has been Chief Executive, Cambridge International Assessment Education for three and a half years and led our summer 2022 exam series, is moving into a newly created role – Global Director, Climate Education. Read more about this new direction on page 25.

**A record Cambridge International exam series**

We are the world's largest provider of international education programmes and qualifications for 5- to 19-year-olds, and June saw a record number of candidates taking Cambridge International qualifications. Delivering 1.6 million exam entries on time in exceptionally difficult circumstances is an extraordinary and excellent performance. Through an ongoing pandemic, we delivered high-stakes assessments for 220,000 students taking Cambridge International AS and A Levels and for 250,000 students receiving Cambridge IGCSEs or O Levels.

This year, 95 percent of entries came from exams, while 5 percent came from a Portfolio of Evidence of students' own work submitted by schools and marked by Cambridge examiners. Last year, three-quarters of our students worldwide took exams.

The challenges have been extraordinary. We worked closely with schools and teachers and overcame some incredibly complex technical assessment changes that have never had to be faced before, as well as maintaining standards during a period when students have been away from school.

"There's a massive responsibility to provide students around the world with the grades so that they can progress. To deliver that responsibility, in our biggest ever exam series, is something we can be very proud of," says Christine Özden, who served as Chief Executive, Cambridge Assessment International Education.

**Cambridge Learning for Schools**

During the pandemic, we invested significantly in our international education publishing and reaped the benefits with a very strong performance this year. Our excellent 5–14 series is emerging to become the market-leading text across most regions, as are our new IGCSE Science titles which are also in high demand - a real testament to the quality and integrity of our publishing despite some logistical and distribution challenges.

"Our business was tested by the pandemic and it has done well, with the release of the biggest publishing programme we've ever undertaken. The way that we have performed has been remarkable: the result of hard work, amazing teamwork and genuine creativity and innovation," says Rod Smith.

Strong sales stem from schools returning to classroom learning as well as distributors choosing to stock more and order earlier this year. This exceptional year has seen Cambridge Learning for Schools sales rise above £450 million.

**Cambridge Early Years**

Three years ago, a project group of colleagues from Cambridge International and Cambridge University Press Education began working on an early years project for India. It now serves as the first example of how we developed the curriculum, materials, and resources together to create a coherent approach to a whole educational area. A year and a half after launch, it has gained real traction in India and we are working together to add Early Years to the Cambridge Pathway globally. This will include curriculum, assessment and teaching and learning support.

**Australian history**

We published a new four book series for the state of Victoria in Australia, reflecting changes made by its curriculum authority to the syllabus for Australian History studied at years 11 and 12 to address the lack of balance between post-colonial history and indigenous history. The new syllabus design is likely to attract more students than the old due to increased national awareness of first nations peoples' history and cultures. We took advice from the History Teachers' Association of Victoria (HTAV) and key members of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and assembled a team of expert academics and teachers to author the resources led by Emeritus Professor Richard Broome AM, La Trobe University. We made a joint donation with the authors of 10 percent of net revenue to the Indigenous Reading Project, a charity that seeks to improve literacy.

**Digital outlook**

Cambridge International and Cambridge University Press Education have accelerated our digital readiness. Customers' acceptance and expectation of digital delivery for assessments, teaching and intelligence has been accelerated by the pandemic.

"Our students have been away from school. We have the expertise to bring this to the market in a very short time," Rod Smith continued.

"This is a remarkable achievement. We have been able to develop this product in a very short time," Rod Smith continued. "This is a remarkable achievement. We have been able to develop this product in a very short time, but it is also a testament to the quality of our team, who have worked tirelessly to deliver this product.

With students going back into the classroom, we are now able to offer our customers a full digital and print solution. This is a huge opportunity for us to grow our business and improve the learning experience for students worldwide."

**Underpinned by research**

Our Assessment Research and Development group provides in-house support that is critical to the development and management of our high-quality learning and assessment products and services in the UK and worldwide. During the year, Assessment Research and Development published a significant review of the strengths and weaknesses of comparative judgment – an emerging way of running assessments – and carried out for Sweden the biggest review there’s ever been of research on textbooks and digital materials. It conducted research on where the grades are placed in international qualifications and developed new data-driven processes for relating the assessment of different papers from one year to another.

The Cambridge Mathematics Project is a collaboration with our University’s Faculty of Mathematics and Education championing a world class mathematics education for all students from 3- to 19-years-old. Based on its popular ‘Express’ digests of research on mathematics teaching topics, the team published The Primary Teacher’s Maths Journeybook: A Year of Professional Learning and held its first Cambridge Maths Journey Week to celebrate and explore the team’s work. Director Lynne McClure, who has led Cambridge Mathematics since its inception, was awarded an OBE in the New Year Honours 2022 for services to education.
Setting new standards

Our awarding body OCR (Oxford, Cambridge and RSA Examinations) and the Cambridge Centre for Evaluation and Monitoring (CEM), began operating as our UK education group in March 2022. It aims to reach and support more schools and colleges in the UK with new digital products, a more inclusive curriculum and enhanced services. Delivering the first summer exam series in three years in June 2022 remained the top priority.

Once again, it was not a normal year for schools and colleges facing ongoing disruption from the pandemic such as teacher and student absences. OCR worked with schools and colleges to run the first major in-person exam series since 2019. OCR also supplied a substantial package of support measures for exam-taking students, to take account of Covid. We then prepared to issue exam results in August 2022 to more than half a million UK students taking GCSEs, A Levels, Cambridge Nationals and Cambridge Technicals.

“No matter what the pressures are around us, we know what our purpose is come results day. It’s about delivering for our students, making sure that they get the grades they need so that they can progress with their learning and their lives,” says Jill Duffy, Group Managing Director, UK Education.

Integration delivers for teachers and learners

Following integration, changes to our UK schools’ operations have been focused on improving how we serve teachers and learners. OCR will continue to be our UK awarding body, providing both general and vocational qualifications for schools and colleges, while Cambridge CEM will grow the teaching and learning support it offers to customers globally, while remaining part of our UK group.

The group has made progress on strategic priorities, assessing where digital really adds value to high-stakes qualifications. Pooling resources and expertise with Cambridge International in particular, it is running pilots in different subject areas to deliver new digital assessments. Trials of a digital mocks service taken entirely on-screen were completed in nine countries in three subjects, including Computer Science and History, which will help to inform the transfer of high-stakes qualifications, such as GCSEs, online.

Plans for how teams work together have been realised, with a single UK sales team illustrating the benefits of being one organisation. The team now delivers a broad portfolio of UK products and services, including Cambridge University Press and other third party resources, Cambridge International qualifications, Cambridge CEM assessments, continuing professional development through our Cambridge Assessment Network, as well as OCR examinations.

Cambridge Nationals – a new suite of qualifications

The group has created a new suite of Cambridge Nationals vocational qualifications at Key Stage 4 to be taught from September 2022. As well as developing the qualifications, we are rolling out a full and high-quality set of 28 new print and digital resources including student books, teacher resources and revision guides to support learning. The collaboration between our Press Education and OCR teams throughout the project has resulted in an exceptional package of resources. This has been made possible by the integration and represents a first for the organisation.

Building knowledge about the natural world

UK Education has been innovative not only around digital products and in our moves towards digital assessments but also in curriculum and content priorities. We have prioritised greening the curriculum as well as improving the relevance and inclusivity of our products.

The new GCSE in Natural History, to be taught from 2025, is the spearhead of a new effort to review our portfolio and create new sustainability and climate education learning and assessment products for students and teachers.

Read more about the new GCSE in Natural History on page 20.

Staying relevant for today’s students

Jill Duffy explains the challenge: “We are always asking ourselves, how do we make sure that our products, our services, qualifications and our assessments, are relevant to all our students? We were the first exam board to include modules on migration and on precolonial African history in our history specifications and we are continuing to review other subjects.”

Of the secondary school students in England that we serve, 34 percent are of Black, Asian or other minority ethnic backgrounds, and we believe it is important to reflect society in our qualifications, resources and assessments. For example, in the last year, we’ve added to the range and diversity of authors available on the OCR English Literature specifications.

We have launched new equality, diversity and inclusivity principles for our assessment materials, all of our assessors involved in setting assessment materials have received training ahead of writing papers to be sat by students from 2023. The training includes avoiding stereotyping and being mindful of unconscious bias.

In response to concerns for young people’s wellbeing especially during the pandemic, Cambridge CEM, working collaboratively with Cambridge International and our University’s Faculty of Education, created the ‘Cambridge Wellbeing Check’. This student-led online questionnaire was successfully piloted in May 2022 and will give schools and teachers in the UK and around the world an innovative way to assess and monitor their students’ wellbeing and better support them in the classroom.
In April 2022 our UK awarding body, OCR, celebrated the announcement that a new GCSE in Natural History can be taught to 14- to 16-year-olds from 2025.

The Department for Education in England agreed to the proposals following a decade-long campaign led by naturalist Mary Colwell and strong support in recent years from Cambridge University Press & Assessment.

Pupils will develop a rigorous understanding of the natural world: from their own local wildlife, environment and ecosystem to critical global challenges such as climate change, biodiversity and sustainability.

The move is the culmination of a lengthy campaign from environmentalists and politicians, which was then taken up by Tim Oates CBE, our head of research. The campaign was backed by our qualification expertise as well as evidence from a consultation run by OCR and our Assessment Research Division in summer 2020, involving more than 2,500 teachers, students and environmental experts.

"A brilliant addition to the learning young people receive on climate education."

Global adventurer Bear Grylls

As Mary Colwell said, “A GCSE in Natural History could be a game-changer for the nature of Britain. Everyone will have the opportunity to be nature-literate, to learn about British wildlife and how it relates to the rest of the world, which is essential for a sustainable, green future.”

Eden Project co-founder Sir Tim Smit said: “This decision is one of the most exciting things that has happened in education in the last thirty years. Seeing the world through the lens of the natural world will transform our wider understanding and empathy for the interconnection between all living things.”

The new GCSE reflects how we are continually looking across our portfolio to innovate and create new qualifications that are as relevant as possible to the interests of today’s students.

Prompted by global lockdowns during the Covid-19 pandemic, we used our expertise and resources to help the University move its teaching online. We designed and developed an initial portfolio of 50 short, cross-disciplinary and flexible online courses for professional learners.

These Cambridge Advance Online courses are created and led by University academics, and are intended to bring the best of Cambridge professional education to a global audience. The certificated courses reflect the Cambridge experience, with low student-to-tutor ratios and academically rigorous standards. Students can engage directly with academics at Cambridge, and benefit from rich interaction with subject experts and enhanced peer-to-peer networking.

Student feedback has been exceptional, with 96 percent of students in the first two cohorts rating courses as ‘good’, ‘great’ or ‘excellent’.

In its first year, together we have developed 13 specialist online courses, collaborated with 29 academic experts, and delivered three successful sets of course runs. The Cambridge Advance Online team has seen significant investment and its group of expert learning designers, media and content creators and marketing and sales executives has grown to over 30.

"Being able to draw together the combined expertise of the University of Cambridge and Cambridge University Press & Assessment allows us to develop these courses using the skills and experience we have ‘in-house’ and puts us in a unique position. We have the expertise and freedom to create a truly great digital product and to be able to wield the right tools rather than make compromises."

Professor Graham Virgo, Senior Pro-Vice-Chancellor for Education, University of Cambridge
Academic

Reinventing the university press

Our Academic publishing provides university-level research and teaching materials under the Cambridge University Press imprint. It publishes more than 400 peer-reviewed academic journals, thousands of books and hundreds of titles in our innovative Elements series. Academic is pivoting to increase customers’ access to resources and accelerating its digital capabilities to enhance their learning and research experience.

Impactful, award-winning publishing

Our Academic offer is underpinned by the quality and breadth of our publishing, and we are constantly building on those core strengths.

We had another successful year in awards, including prizes in both the Sara A. Whaley and Gita Chaushurt Book Prizes. In the Professional and Scholarly Excellence (PROSE) Awards, presented by the Association of American Publishers, our titles were named as winners in five categories. These included Hegel’s Century by Jon Stewart, which won the Philosophy category. It is one of the titles from our Academic Impact programme, set up to offer the best of university press publishing, with books that make a lasting impression in their fields.

A landmark publication in 2022 was the Cambridge Centenary Ulysses, which helps readers to understand the pleasures of James Joyce’s monumental work and to grapple with its challenges.

Our innovative Elements programme continued to grow strongly. We have now published 730 individual Elements, with 36 new series and more than 1,800 commissioned in 181 series. We published 233 in 2021 and are on track to publish 300 in 2022.

We also marked the 25th anniversary of Essential Psychopharmacology, by Stephen M. Stahl, the internationally recognised authority in psychiatry and psychopharmacology. His book is now available online from Cambridge Core as part of the Stahl Collection, which gives subscribers full access to the entire current portfolio of Professor Stahl’s books.

It was also another strong year for our Bibles team, with the release of the Cambridge Family Chronicle Bible. This blended our centuries-long traditions of Bible publishing with cutting-edge publishing, digital technology and expert craftsmanship. The 18th Century Baskerville typeface was given a digital makeover, while high-resolution scans and specially created digital filters breathed new life into the illustrations – evocative 19th Century engravings by French artist, Gustave Doré. This has led to a record year for sales.

As Mandy Hill, Managing Director, Academic, explains: “I think this speaks volumes about our values. You’ve got something inherently traditional, with exceptional quality at its core, but that is also really contemporary in how it’s being delivered.”

Academic quality

All Cambridge University Press publishing is supported by a range of committees in our governance body – the Syndicate – whose role is to approve every single academic book and journal contract. This relationship means that all commissioning editors know that their work is being thoroughly checked and that academic rigour is instilled across all Cambridge University Press outputs.

Real world impact

We want to maximise the real-world impact of the high-quality research we publish. One way we do this is through our small but successful trade publishing programme, which this year published titles including 25 Million Sparks, Andrew Leon Hanna’s stirring account of refugee entrepreneurship, Everything You Need to Know About OCD by Dr Lynne Drummond and A History of Thailand, as well as titles in our Cambridge Companions range including World Crime Fiction, Literature and Climate and Environmental Humanities.

We also continue to make academic research into pressing global issues free to access. In the run-up to the COP26 UN Climate Change Conference, we made nearly 300 journal articles and book chapters freely available online and announced the launch of a Cambridge Open Engage community.

Leadership on Open Access

The evidence shows that open access improves usage, citations and is good for research.

We set a bold ambition for the majority of our research publishing to be fully open access by 2025 and are on target for half of all new research articles in our journals to be open access by the end of 2022. This has been driven in part by the growth of transformative agreements with higher education institutions around the world, of which we now have 2,700.

“Our ambition to shift our research articles publishing to open access is another example of the Press being bold and focusing on what is best for research,” says Mandy Hill, Managing Director, Academic.

As well as the journals that have already flipped to full open access, our hybrid journals publish a mix of open access and subscription articles and 70 percent of these are now registered as ‘Transformative Journals’, committed to transition to full open access. New research published open access in those journals grew by almost 70 percent in 2021. We’ve also launched new open access journals such as Environmental Data Science, Programmable Materials and Memory, Mind and Media.

In addition, 28 of our Elements series are open access.

“We are not just a publisher, we’re a university press, and this materially impacts what we do and how we do it.”

Mandy Hill, Managing Director, Academic

Higher education

We continue to publish and develop a growing programme of exceptional textbooks for higher education, including titles such as the second edition of Data-Driven Science and Engineering. Our programme is available in print and online through our own platform which has seen exceptional usage.

We believe in ensuring textbooks are affordable for most students and so this year we have confirmed significantly lower prices for our US textbooks than many commercial publishers.

We recognise that instructors increasingly want to benefit from the opportunities created by online learning tools and our acquisition of online learning technology company, CogBooks, allows us to combine the excellence of our content with CogBooks’ adaptive courseware technology. The integration of the CogBooks platform into the organisation over the past year is enabling us to develop courseware solutions to help institutions deliver higher quality, flexible learning both in-person and remotely.

In addition to the learning products and services for those based within higher education institutes, we are also developing online learning courses for the independent learner. In the past year we successfully launched Cambridge Advance Online on behalf of the University of Cambridge (see page 21). “This is a fantastic example of the University being able to capitalise on the full breadth of expertise from across the academic University as well as Cambridge University Press & Assessment,” says Mandy Hill, Managing Director, Academic.

Our research publishing aims to be majority open access by 2025.
Responsibility to the planet
We recognise that our responsibility towards the planet begins with embedding responsible environmental stewardship across our global operations. We have an internal governance board focused on the environment and have developed a strong group that is operationally focused on achieving our ambitions.

As Catie Sheret, General Counsel, says: “We’re being thoughtfully ambitious on sustainability. By leveraging our place in the University, we can do some great things and the rigour that flows through our approach reflects that and is paramount. That is hugely reassuring.”

“Getting sign-off on sustainability initiatives and activities in this organisation can be challenging because we aren’t prepared to do things or say we will do things unless we know it aligns with our mission and we have a good sense of how we’re going to do it.”

We achieved a Platinum Green Impact award for our UK operations in recognition of our sustainability practices as well as a Silver award for Cape Town and a Bronze one for Madrid teams. Three colleagues also won special awards. Green Impact is a United Nations award-winning programme.

Adopting the UN Global Compact
The framework on which we hang our sustainability goals is the UN Global Compact, the world’s largest sustainability initiative. It aligns our sustainability work with UN Sustainable Development Goals and provides an annual opportunity to state our progress in key areas around environment as well as human rights, labour and anti-corruption. We published our first communication on progress under the UN Global Compact that serves as a guiding framework for supporting the UN Sustainable Development Goals.

“Sustainability links to every part of our mission. It encourages us to drive innovation, mitigate risk, attract and retain talent, build trust, and ultimately grow as we pursue our mission.”

Catie Sheret, General Counsel

Integral to this commitment is our implementation of systems and controls to ensure modern slavery or human trafficking, including child trafficking, do not take place anywhere within our organisation or in any of our supply chains. Our approach is available on our website.

Environmental performance
A key project this year has been to develop a tool to gather and analyse the data needed to build an accurate baseline picture of environmental performance, right across global operations and supply chains. We are also building an integrated environmental management system that will give us the ability to measure and improve our environmental impact, track best practice and demonstrate progress against international frameworks.

Carbon zero targets
We continue our commitment to reaching carbon zero on all energy-related emissions by 2048. This year we set an interim target of a 72 percent reduction in energy related emissions by 2030. We aspire to achieving this target sooner. We have already reduced UK electricity, gas and fleet emissions by 15 percent. We have also set targets to reduce corporate travel emissions by 25 percent by 2030 through budgetary incentives and maintaining a hybrid working approach.

Changing materials
Alongside carbon, we have identified the need to reduce our use of paper, water use and contamination, and plastic.

We have begun a systematic switch to using only Forestry Stewardship Council (FSC) certified paper across our products and services, achieving 60 percent FSC paper certification by July 2022. The same month, the systems underpinning the environmental performance of our UK operations received ISO 14001 certification, the international best practice standard.

Across our international assessment operations, we have switched from recycled plastic packaging, reducing the plastic used on question paper packs by about 20 percent; removed CDs from use in internal assessment processes, and actively invested in research in technology to enable a wholesale switch from plastic to paper examination packaging.

Climate education
A new leader in climate education
A key focus for us is driving change through education and scholarship. By making the latest research and thinking available to as wide a range of audiences as possible, and engaging learners, school leaders and communities in sustainability, we can help global communities to acquire the knowledge and skills needed to promote sustainable development and lifestyles.

We have recognised the need to give strong leadership and organisation-wide focus to this area of climate education. Christine Özden, who has had a successful three and a half years as our Chief Executive, Cambridge International Assessment Education, is taking up a new role as Global Director, Climate Education, later in 2022. She will work with the Executive Board and with stakeholders inside and outside of Cambridge University Press & Assessment to develop a climate education strategy that will guide activities for teachers and learners in this crucial area.

Greening the curriculum
Responding to student demand for knowledge about how they should deal with the challenges around climate change, we are developing a new Cambridge National qualification in Sustainability. Alongside the new GCSE in Natural History (page 20) our UK Education group is also looking across its portfolio and considering how to update qualifications so that they are as relevant as possible to the sustainability interests of today’s students.

Focus on educational impact
A natural focus area for Cambridge University Press & Assessment among the UN Sustainable Development Goals is quality education and educational impact. Find out more about how we are contributing on page 15.

“Our planet
As we make improvements to our own environmental performance, with renewed ambitions to achieve carbon zero and reduce the materials we use, we recognise that one of the areas where we have both the capability and responsibility to make a difference in driving global change is through education and scholarship. This year we published our first communication on progress under the UN Global Compact that serves as a guiding framework for supporting the UN Sustainable Development Goals.

As Catie Sheret, General Counsel, says: “We’re being thoughtfully ambitious on sustainability. By leveraging our place in the University, we can do some great things and the rigour that flows through our approach reflects that and is paramount. That is hugely reassuring.”

“Getting sign-off on sustainability initiatives and activities in this organisation can be challenging because we aren’t prepared to do things or say we will do things unless we know it aligns with our mission and we have a good sense of how we’re going to do it.”
As a single organisation, we continue to strive to be an inclusive and empowering place to work globally, where our people can thrive.

Our culture
Key to everyone’s success and growth is our culture. We aim to bring our people together globally through a set of shared values and behaviours, underpinned by equality, diversity, inclusion and belonging. Our four values - responsibility, innovation, collaboration and empowerment – are central to creating a productive, inclusive workplace. These were launched in September 2021 and sit alongside our employee value proposition – Pursuing Potential – which we launched in April. Pursuing Potential sets out our promise as an employer and why people choose to work for us. It is about being passionate about making progress in whatever form that takes, whether it is being more effective, working better together or earning a promotion.

Our group print and operations team won the top prize at the UK’s Business Culture Awards 2021 for delivering “a culture shift towards innovation and improvement”.

Sharing systems and locations
Bringing our teams together has required us to streamline the tools we use as well as consolidate our offices and warehousing. Around 6,500 people were migrated onto a shared email system with standardised addresses and onto a single HR system. In seven countries, we streamlined the number of offices and in India we consolidated seven of our warehouses into one.

Equality, diversity, inclusion and belonging
We aim to bring our people together globally through a set of shared values and aspirled behaviours

“The diversity of our workforce contributes to our success. We value people for who they are, and are committed to equality, diversity, inclusion and belonging.”

Mandy Hill, Managing Director, Academic

As a global organisation, serving customers and representing colleagues all over the world, diversity in all its forms is key to our success. We operate under the principle that all people should have an equal chance to grow, learn, contribute and advance.

Alongside a global equality, diversity, inclusion and belonging steering committee, we have 12 staff networks that champion our colleagues and learners. These aim to ensure all backgrounds are respected and valued in our workplaces, products, services and activities – from the diversity of our authors or the accessibility of our digital products or to considerations about the inclusivity of our content...

The murder of George Floyd two years ago marked a moment of reflection for many people globally about the experiences of Black people and racism. We continue to work through the anti-racism action plans agreed in response at the time. In May 2022, we gave colleagues in our UK and US offices a practical guide to disrupting racism and other forms of bias that mark and steer so many lives. Many of the approaches apply equally well in other scenarios where someone might feel excluded.

We proactively measure and report our gender pay gap data in the UK, with formal reporting led by our University. Our pay gap data captured in March 2021 and reported in March 2022 to align with our University, showed a gap of 18.9 percent in the Press and 8.2 percent in Assessment. This remains stable and below the UK average. Across the years that Assessment and the Press have reported on our respective gender pay gaps, we have made considerable progress, with further positive progress impacted by Covid-19 and our reorganisation in this financial year. We have made a range of commitments to tackle the challenges that underpin our gender pay gaps, and have produced a single action plan in collaboration with our staff networks.

A new Code of Ethics
During the year, a highly collaborative process engaging people from all across the organisation led to a new Code of Ethics to guide staff on how our values apply to various organisational activities, direct them towards relevant policies, and outline a framework for making sound decisions. All our colleagues are required to read and confirm acceptance of the Code on joining and will be required to re-read it annually throughout their employment.

Catie Sheret, General Counsel, explains: “It’s a really authentic document describing our ethos about ethics. It covers everything from anti-bribery to equality, diversity, inclusion and belonging, to educational integrity. It includes our speak-up policy, how we protect our intellectual property and data, and how we work with our suppliers. It’s far more than a tick-box exercise. It’s got real examples, which get updated annually to make sure it’s been brought to life so people can engage with it. I’m really proud of what the team did to create this.”

Global opportunities
Our commitment to developing people’s capabilities provides a breadth of opportunity both globally and locally, where individuals can move around. Career progression may look like ‘anything but a straight line.’ Our academics, guilds and career development networks support career paths, and this year we introduced a new platform which hosts 120,000 pieces of learning content.

For example, we recognise that to make effective digital products, we need to ready the workforce and have technology skills and capabilities across the organisation.

“Our digitally delivered products are making a difference and we are creating really interesting value out of using data to support teachers. Our technology team have a real impact for good in the world,” says Mark Maddocks, Chief Information Officer.

Teams have developed in-house guilds for staff, covering key capability areas including data, project management and product ownership. The academies provide a suite of learning that people can access, which also aligns with a career path.

“The calibre of our people is very high and we’re determined to give them the support they deserve. There’s a very strong team spirit, with people looking out for each other.”

Janet Scotcher, Chief People Officer
Community engagement

Engaging with our communities through colleague volunteering and charitable giving is an important part of our culture. Our colleagues are encouraged to use their time and skills for volunteering, fundraising for charity and helping people fulfil their potential. They were imaginative and generous in their support for their communities throughout the year.

Work placements

Equal access to opportunity is one of the most pressing issues young people face, so we work in our local communities to offer students work placements, an internship programme and apprenticeships. Twenty-nine people took part in paid internships across South Africa, the Philippines and the UK.

Charity partnerships

We partner with educational charities internationally, and our colleagues are encouraged to fundraise, support and volunteer with them. More than £177,000 was donated to many causes, nearly £78,000 of which was raised by colleagues, through a wide range of activities and UK Give As You Earn, with £7,000 added from matched funding.

Volunteering

All colleagues are encouraged to give their time and skills to support their local communities and can take up to two days’ paid volunteering leave. We know of at least 290 colleagues who have volunteered nearly 1,300 hours to a variety of projects. 46 colleagues gave nearly 300 hours to environmental activities.

Around the world our local teams donated nearly 172,000 books to a wide range of causes

Our team in Cape Town helped a local school with biodiversity citizen science monitoring and planting

Abstract of the financial statements

Press & Assessment Syndicate’s statement

The Abstract of the Consolidated income statement for the year ended 31 July 2022, the Abstract of the Reconciliation of movement in capital and reserves for the year ended 31 July 2022 and the Abstract of the Consolidated balance sheet at 31 July 2022 (the ‘abstract of the financial statements’) presented on page 30 are not full financial statements of Cambridge University Press & Assessment, but a summary of information derived therefrom.

Under Statute J 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.

The full financial statements from which the abstract of the financial statements is derived, were approved by the Press & Assessment Board on 3 November 2022. The independent auditors’ report on the financial statements was unmodified.

The full financial statements are available on request from Cambridge University Press & Assessment, Shaftesbury Road, Cambridge CB2 8EA.

Professor Stephen Toope
Chairman of the Press Syndicate

Independent auditors’ statement to the Press & Assessment Board

We have examined the supplementary financial information included within the Abstract of the Financial Statements of Cambridge University Press & Assessment for the year ended 31 July 2022, which comprises the Abstract of the Consolidated income statement for the year ended 31 July 2022, the Abstract of the Reconciliation of movement in capital and reserves for the year ended 31 July 2022 and the Abstract of the Consolidated balance sheet at 31 July 2022 set out on page 30.

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 & Assessment for the year ended 31 July 2022 (the ‘Annual Report’), in accordance with Statute J of the University of Cambridge, which includes information extracted from the full annual financial statements of Cambridge University Press & Assessment for the year ended 31 July 2022.

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.

These strong results reflect the incredibly hard work of all our people around the world and their willingness to go the extra mile through a complex integration and in the face of global challenges.”

Andrew Chandler, Chief Financial Officer

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 comparing the amounts 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 & Assessment 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 & Assessment for the year ended 31 July 2022.

PricewaterhouseCoopers LLP
Chartered Accountants and Statutory Auditors
Cambridge
3 November 2022

Notes

a) The maintenance and integrity of the Cambridge University Press & Assessment 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.
Abstract of Consolidated income statement for the year ended 31 July 2022

<table>
<thead>
<tr>
<th>Description</th>
<th>2022 (£'m)</th>
<th>2021 (£'m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnover</td>
<td>868.2</td>
<td>772.1</td>
</tr>
<tr>
<td>Operating profit</td>
<td>106.0</td>
<td>98.5</td>
</tr>
<tr>
<td>Net finance income</td>
<td>6.1</td>
<td>15.8</td>
</tr>
<tr>
<td>Other gains / (losses)</td>
<td>0.4</td>
<td>(0.4)</td>
</tr>
<tr>
<td>Profit before tax</td>
<td>112.5</td>
<td>113.9</td>
</tr>
<tr>
<td>Tax on profit</td>
<td>(4.3)</td>
<td>(2.2)</td>
</tr>
<tr>
<td>Profit for the financial year</td>
<td>108.2</td>
<td>111.7</td>
</tr>
<tr>
<td>Profit attributable to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Owners of the parent</td>
<td>103.4</td>
<td>108.8</td>
</tr>
<tr>
<td>Non-controlling interests</td>
<td>4.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Profit for the financial year</td>
<td>108.2</td>
<td>111.7</td>
</tr>
</tbody>
</table>

Abstract of Reconciliation of movement in capital and reserves for the year ended 31 July 2022

<table>
<thead>
<tr>
<th>Description</th>
<th>2022 (£'m)</th>
<th>2021 (£'m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profit for the financial period</td>
<td>108.2</td>
<td>111.7</td>
</tr>
<tr>
<td>Re-measurement of net defined benefit obligation</td>
<td>46.1</td>
<td>34.5</td>
</tr>
<tr>
<td>Transfer to the University of Cambridge</td>
<td>(30.3)</td>
<td>(28.2)</td>
</tr>
<tr>
<td>Foreign exchange gain / (loss) on translation of net assets</td>
<td>2.3</td>
<td>(2.7)</td>
</tr>
<tr>
<td>Dividends paid to non-controlling interests</td>
<td>(3.7)</td>
<td>(0.6)</td>
</tr>
<tr>
<td>Net movement in capital and reserves</td>
<td>122.6</td>
<td>114.7</td>
</tr>
<tr>
<td>Opening capital and reserves at 1 August</td>
<td>653.0</td>
<td>538.3</td>
</tr>
<tr>
<td>Closing capital and reserves at 31 July</td>
<td>775.6</td>
<td>653.0</td>
</tr>
</tbody>
</table>

Abstract of Consolidated balance sheet at 31 July 2022

<table>
<thead>
<tr>
<th>Description</th>
<th>2022 (£'m)</th>
<th>2021 (£'m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intangible assets</td>
<td>105.0</td>
<td>94.4</td>
</tr>
<tr>
<td>Tangible assets</td>
<td>264.6</td>
<td>271.0</td>
</tr>
<tr>
<td>Other investments</td>
<td>218.9</td>
<td>105.4</td>
</tr>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-publication costs</td>
<td>25.2</td>
<td>26.7</td>
</tr>
<tr>
<td>Inventories</td>
<td>24.9</td>
<td>19.9</td>
</tr>
<tr>
<td>Debtors</td>
<td>219.6</td>
<td>217.3</td>
</tr>
<tr>
<td>Cash at bank and in hand</td>
<td>325.8</td>
<td>335.6</td>
</tr>
<tr>
<td>Total assets</td>
<td>806.6</td>
<td>815.6</td>
</tr>
<tr>
<td>Total current liabilities</td>
<td>(65.4)</td>
<td>(106.5)</td>
</tr>
<tr>
<td>Other post-retirement benefits obligation</td>
<td>(19.8)</td>
<td>(26.0)</td>
</tr>
<tr>
<td>Other long-term liabilities</td>
<td>(45.3)</td>
<td>(30.1)</td>
</tr>
<tr>
<td>Net assets</td>
<td>775.6</td>
<td>653.0</td>
</tr>
<tr>
<td>Capital and reserves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted reserves</td>
<td>7.9</td>
<td>7.7</td>
</tr>
<tr>
<td>Unrestricted reserves</td>
<td>760.7</td>
<td>639.6</td>
</tr>
<tr>
<td>Non-controlling interests</td>
<td>7.0</td>
<td>5.7</td>
</tr>
<tr>
<td>Total capital and reserves</td>
<td>775.6</td>
<td>653.0</td>
</tr>
</tbody>
</table>

Governance

Syndicate
Since 1698 we have been governed by the Syndics (originally known as the Curators), senior members of the University of Cambridge who, along with various co-optees, bring a range of subject and business expertise to the governance of Cambridge University Press & Assessment. Committees of the Syndicate meet regularly to look at publishing proposals and assessment procedures, ensuring that our content and exams meet rigorous standards, and to oversee our strategic and financial operations.

The Press & Assessment Syndicate consists of the Vice-Chancellor of our University or his/her deputy as Chair, a University Officer appointed by the Council and up to sixteen senior members of the University Senate. The powers of the Syndicate are set out in our governing document, Statute I of the University Statutes and the supporting Ordinances. Her Majesty Queen Elizabeth II approved charges to the Statute to recognise the operational merger of Cambridge University Press and Cambridge Assessment in 2021.

The Press & Assessment Syndicate governs our activity and exercises oversight through the Press & Assessment Board and its various committees.

Members of the Press & Assessment Syndicate who served during the twelve months ended 31 July 2022 and up until the date of approval of these financial abstracts, unless otherwise stated, were as follows:

- Professor Stephen Toope (Vice-Chancellor and Chair of Syndics to 1 October 2022)
- Dr Anthony Freeling (Interim Vice-Chancellor and Chair of Syndics from 1 October 2022)
- Mr David Parsons (Head of Legal Services: University Officer Syndic)
- Sir David Bell (Senior Independent Director)
- Dr Toke Aidt
- Professor Kenneth Armstrong
- Professor Amira Bennison (appointed 1 January 2022)
- Professor Kasia Boddy
- Professor Angela Breitenbach
- Professor Cathie Clarke
- Dr Jessica Gardner
- Professor Emily Gowers
- Professor Joan Lasenby
- Mr Richard Partington
- Professor Richard Prager
- Mr Ian Pryce
- Ms Radhika Radhakrishnan
- Mr Jonathan Scott
- Dr Sue Swaffield (resigned 31 December 2021)
- Professor Sarah Worthington

The Press & Assessment Board is concerned with overall governance and meets every two months.

The Press & Assessment Board discharges its responsibility for oversight of the organisation both directly and through 11 sub-committees:

- The Audit Committee provides assurance as to the integrity of our reporting processes and systems of financial governance, control and risk management.
- The Remuneration Committee is responsible for setting the remuneration of the Chief Executive and the most senior executives of Cambridge University Press & Assessment.
- The Nominations Committee is responsible for identifying and recommending the appointment of non-executive members of the Press & Assessment Board.
- The Technology Committee’s purpose is to provide a deep level of scrutiny, on behalf of the Press & Assessment Board, over investment proposals that involve technology and to monitor progress in their implementation.
- The Academic Publishing Committee provides quality assurance and formal approval of all the Academic books and journals we publish, and meets 18 times a year for this purpose.
- The Academic Advisory Board ensures that sufficient input, oversight and guidance is committed to the direction of Academic publishing within the organisation, feeding in advice and analysis to make the Press & Assessment Board aware of all necessary issues.
- The Online Education Committee approves any courses for inclusion in Cambridge Advance Online based on market research, assessment by our editorial team including peer review, and consideration of the pedagogical approach and assessment against an agreed quality framework.
- The English Language Teaching & Education Publishing Committee approves the publishing programmes of the English and Education businesses, and provides guidance and oversight of integrated learning and assessment.
- The Regulatory Compliance Committee advises the Board in the latter’s capacity as the Governing Body for the purposes of approving annual statements of compliance in respect of the regulated activities of our exam boards.
- The Standards Committee ensures that arrangements for assessment standards are fit for purpose.
- The Press & Assessment Chairman’s Committee is a sub-group of the Press & Assessment Board which meets with delegates authorised from the Board to approve certain large-scale investments where time is of the essence.

11 sub-committees:

- The Academic Advisory Board
- The Academic Publishing Committee
- The Audit Committee
- The Remuneration Committee
- The Nominations Committee
- The Online Education Committee
- The English Language Teaching & Education Publishing Committee
- The Regulatory Compliance Committee
- The Standards Committee
- The Press & Assessment Chairman’s Committee
- The University Senate
Awards and prizes

Each year, Cambridge University Press & Assessment is proud to receive a range of awards. Below is a list of the awards and prizes in the worlds of academia and educational publishing that we recorded since the listing in the last Cambridge University Press annual report.


Ari Adut, Reign of Appearances: The Misery and Splendor of the Public Sphere, winner 2022 Theory Prize for Outstanding Book, American Sociological Association

Pascale Aebischer, Shakespeare, Spectatorship and the Technologies of Performance, winner David Bradby Award, TaPIA

Muhsin al-Musawi, The Arabian Nights in Contemporary World Cultures: Global Commodification, Translation, and the Culture Industry, winner 2022 Sheikh Zayed Book Award – Arab Culture in Other Languages

Nosheen Ali, Delusional States: Feeling Rule and Development in Pakistan’s Northern Frontier, 2022 AIPS Book Prize and Bernard S. Cohn Book Prize

Caitlin Andrews-Lee, The Emergence and Revival of Charismatic Movements: Argentine Peronism and Venezuelan Chavismo, winner 2021 Best Book in the Social Sciences Award from the Southern Cone Studies Section of Latin American Studies Association

Yuen Yuen Ang, China’s Gilded Age: The Paradox of Economic Boom and Vast Corruption, winner 2022 Alice Arnsden Award, Society for the Advancement of Socio-Economics, honourable mention 2021 Barrington Moore Book Award, American Sociological Association and winner 2022 Douglas North Best Book Award, Society for Institutional & Organizational Economics

Jackson W Armstrong, England’s Northern Frontier: Conflict and Local Society in the Fifteenth-Century Scottish Marches, joint winner RHS Whitfield Prize, British and Irish History, Royal Historical Society


Yesenia Barragan, Freedom’s Captives: Slavery and Gradual Emancipation on the Colombian Black Pacific, winner 2022 Best Book Award, 19th Century Section, Latin American Studies Association and special mention 2022 Michael Jimenez Prize, Colombia Section, Latin American Studies Association

Katherine Biersch, When Democracies Deliver: Governance Reform in Latin America, winner 2020 Donna Lee Van Cott Best Book Prize, Latin American Studies Association

Anthony Michael Bertelli, Democracy Administered: How Public Administration Shapes Representative Government, winner 2022 SAPIR Award for the Best Book Published in Public Administration

Vestert Børger, The Currency of Solidarity: Constitutional Transformation during the Euro Crisis, winner 2021 Best Book Prize, UACES (University Association for Contemporary European Studies)

Christina Boswell, Manufacturing Political Trust: Targets and Performance Measurement in Public Policy winner 2021 PSA McKenize Prize, Political Studies Association

Will Bowers, The Italian Idea: Anglo-Italian Radical Literary Culture, 1815–1823, finalist 2021 British Association of Romantic Studies First Book Prize, British Association for Romantic Studies

Anna K Boucher & Justin Gest, Crossroads: Comparative Immigration Regimes in a World of Demographic Change, winner 2019 BISA Best Book on the International Politics of Migration, Refugees and Diasporas, honourable mention 2019 ECPR Stein Rokkan Prize for Comparative Social Science Research and honourable mention 2019 Migration and Citizenship-Section Book Prize, American Political Science Association


Kurt Braddock, Weaponized Words: The Strategic Role of Persuasion in Violent Radicalization and Counter-Radicalization, winner 2021 The Sue DeWine Distinguished Scholarly Book Award, National Communication Association

Larissa Brewer-Garcia, Beyond Babel: Translations of Blackness in Colonial Peru and New Granada, winner 2021 Friedrich Katz Prize, American Historical Association


Donald Burrows, Helen Coffey, John Greeracombo & Anthony Hicks: George Frederic Handel: Collected Documents, Volume No. 4, 1742–1750, winner 2021 C B Oldman Award, International Association of Music Libraries, Archives and Documentation Centre, UK & Ireland

Lenka Buzlikova, Extreme Reactions: Radical Right Mobilization in Eastern Europe, winner 2020 David Center Award, The Association for Slavic, East European, & Eurasian Studies

Raifal Cardoso, Modernity in Black and White: Art and Image, Race and Identity in Brazil, 1890–1945, winner 2021 Roberto Reis Senior Author Award, Brazilian Studies Association

Joan E Cashin, War Stuff: The Struggle for Human and Environmental Resources in the American Civil War, winner 2021 Firebird Book Award in the History / United States category, Speak Up Talk Radio


Erin Aeran Chung, Immigrant Incorporation in East Asian Democracies, winner 2021 Section on Asia and Asian America’s Transnational Asia Book Award, American Sociological Association and winner 2021 Research Excellence, Korea Ministry of Education and the National Research Foundation of Korea Award

Joe Cleary, The Irish Expatriate Novel in Late Capitalist Globalization, winner 2021 Roberto Reis Senior Author Award, Brazilian Studies Association

Will D Clift and Jade d’Alpoim Guedes, Monsoon Rains, Great Rivers, and the Development of Farming Civilisations in Asia, winner 2021 PSA McKenize Prize, Political Studies Association

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Joe Cleary, The Irish Expatriate Novel in Late Capitalist Globalization, winner 2021 Robert Rhodes Prize for Books on Literature, American Conference for Irish Studies

Peter D Clift and Jade d’Alpoim Guedes, Monsoon Rains, Great Rivers, and the Development of Farming Civilisations in Asia, runner up 2020 Choice (History) Awards, Atmosphere Science Librarians International

Jeffrey R Collins, In the Shadow of Leibnitz: John Locke and the Politics of Conscience, winner 2021 Morris D. Forkosh Prize, American Historical Association

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Jeffrey R Collins, In the Shadow of Leibnitz: John Locke and the Politics of Conscience, winner 2021 Morris D. Forkosh Prize, American Historical Association
Erik Skare, A History of Palestinian Islamic Jihad: Faith, Awareness, and Revolutilon in the Middle East, winner 2021 Academic Award, Palestine Book Awards
Hayden R Smith, Carolina's Golden Fields: Inland Rice Cultivation in the South Carolina Lowcountry, 1670–1860, finalist 2020 George C. Rogers Jr. Award, South Carolina Historical Society
Christopher Soper and Josh Fetter, Religion and Racism in Global Perspective, winner 2021 Disistinguished Book Award, Society for the Scientific Study of Religion
Tom Stammers, The Purse: The Purchase of the Past: Collecting Culture in Post-Revolutionary Paris c. 1790-1890, winner 2021 Gladstone Prize, Royal Historian Society
Marie-Eve Sylvestre, Nicholas Blomley and Céline Bellot, Red Zones: Criminal Law and the Territorial Governance of Marginalized People, winner 2021 W. Wesley Pue Book Prize, Canadian Law and Society Association
Sabina Tavoni, Designing Memory: The Architecture of Commemoration in Europe, 1947 to the Present, finalist 2021 First Book Award, The Memory Studies Association
Guillermo Trejo and Sandra Ley, Votes, Drugs, and Violence: The Political Logic of Criminal Wars in Mexico, co-winner 2021 Democracy and Autocracy Section Best Book Award and winner 2020 Donna Lee Van Cott Award for the Best Book on Latin American Politics, International Relationships and Latin American Studies Association
Nina Trouwala, Capitalism As Civilization: A History of International Law, winner 2020 First Book Award, and honorable mention 2020 Edward S. Corwin Award of the American Society of International Law
Case Watkins, Palm Oil Diapora: Afro-Brazilian Landscapes and Economies on Bahia’s Drowned Coast, winner 2021 Roberto Reis Book Award for First Monograph, Brazilian Studies Association and honorable mention 2021 Meridiano Book Award, American Association of Geographers
Jordan T Watkins, Slavery and Sacred Texts: The Bible, the Constitution, and Historical Consciousness in Antebellum America, winner 2022 Annual Book Prize, Society for U.S. Intellectual History
Steven Webster, American Rage: How Anger Shapes Our Politics, co-winner 2021 présente and Alexander L. George Outstanding Political Psychology Book Award, International Society of Political Psychology
Andreas Will, Origins of the Greek Verb, winner 2021 Charles J. Goodwin Award of Merit, Society for Classical Studies
Lee B Wilson, Bonds of Empire: The English Origins of Slave Law in South Carolina and British Plantation America, 1660–1783, finalist 2021 George C. Rogers Jr. Book Award, South Carolina Historical Society
Aurora Yabar, As Night Falls: Eighteenth-Century Historical Cities after Dark, a 2021 Book of the Year, History Today
Kate Woolaston, Ecological Vulnerability: The Law and Governance of Human-Wildlife Relationships, winner 2022 Clay Morgan Award, Ecological Vulnerability: The Law and Governance National Committee
Lauren Working, The Making of an Imperial Policy: Civility and America in the Jacobean Metropolis, joint winner 2021 Whitfield Book Prize for British and Irish History, Royal Historical Society
Fernando Zúñiga and Sefki Krittal, Grammatical voice, winner 2022 Andre Marimont Book Award, Société Linguistique Européenne
Amerization of Islamic Law, winner 2022 Book Award for First Monograph, Brazilian Studies Association

APSA Awards
American Political Science Association awards and prizes honour the work of scholars who make outstanding contributions to political science research and scholarship.

Michael Albertus, Property without Rights: Origins and Consequences of the Property Rights Gap, honourable mention 2022 Democracy & Autocracy Best Book Prize
Cathrin Andreas-Lee, The Emergence and Revival of Charismatic Movements in 20th Century Pentecostalism and Zionism Charanwiparn, winner 2022 Leon Epstein Outstanding Book Award, Organizations and Parties Section
Marius R Buzeneyer, Julian L. Garritzen and Erik Neimanns, A Loud But Noisy Signal: Public Opinion & Education Reform in Western Europe, winner 2022 Best Book on Education Politics & Education Policy
Erin Aueran, Immigrant Incorporation in East Asian Democracies, honourable mention 2022 Best Book Award on Migration and Citizenship
Allan Calborn and S Karrick Ramakrishnan, Citizenship Reimagined: A New Framework for State Rights in the United States, winner 2022 Best Book Award on Migration and Citizenship
Simone Dietrich, States, Markets, and Foreign Aid, co-winner 2022 International Collaboration Section Best Book Award
Barbara Elías, Why Allies Rebel: Defining Local Partners in Counterinsurgency Wars, winner Best International Security Book by a Non-tenured Faculty Member
David Fortunato, The Cycle of Cooperation: How Parties and Voters Interact under Coalition Governance, winner 2022 European Politics and Society Section Best Book Award
Yanilda Maria González, Authoritarian Police in Democracy: Contesting Security in Latin America, winner 2022 Liebbee Best Book Award
Raphael Lefebvre, Jihad in the City: Millitant Islam and Contested Politics in Tripoli, co-winner 2022 MENA Politics Section Best Book Award (Junior Scholar)
Ayelet Lurie, Trust and the Islamic Advantage: Religious-Based Movements in Turkey and the Muslim World, co-winner 2022 MENA Politics Section Best Book Award (Junior Scholar)
Mark Fath Massoud, Shari'a, Inshallah: Finding God in Somali Legal Politics, winner 2022 Ralph J. Bunche Award
Eduardo Moncada, The Politics of Reckonings: Victims, Criminals, and States in Latin America, honourable mention 2022 Giovannini Santoro Award
Cigdem V Sirm, Nicholas A Valentino and José D Villalobos, Seeing Us in Them: Social Divisions and the Politics of Group Empathy, winner 2022 Best Book Award
Andreas Wiedemann, Idebted Societies: Credit and Welfare in Rich Democracies, winner 2022 William Riker Best Book Award, American Political Science Association and winner 2022 Class and Inequality Section Best Book Award
Martha Willis-Farhath, Precolonial Legacies in Postcolonial Politics: Representation and Redistricting in Decentralized West Africa, honourable mention 2022 Giovanni Santoro Award, American Political Science Association

PROSE Awards
Association of American Publishers awards for professional and scholarly excellence.
2021
John Martin Joy, Diagnosing from a Distance: Debates over Libel Law, Medicine, and Ethics from Barry Goldwater to Donald Trump, finalist Award for Clinical Medicine
Steve Sussman, The Cambridge Handbook of Substance and Behavioral Addictions, finalist Award for Nursing and Allied Health
Ben Adcock and Anders C Hansen, Compressive Imaging: Structure, Sampling, Learning, finalist Award for Computing & Information Sciences
Jack Baker, Brandon Bradley and Peter Stafford, Seismic Hazard and Risk Analysis, finalist Award for Earth Science
Pierre Baldi, Deep Learning in Science, winner Award for Computing & Information Sciences
C P Burgess, Introduction to Effective Field Theory: Thinking Effectively about Hierarchies of Scale, winner Award for Chemistry / Physics
Vablet Chistdial, The Discrete Mathematical Charms of Paul Erdős: A Friendly Introduction to Mathematics, winner Award for Mathematics
Rebekah Compton, Venus and the Arts of Love in Renaissance Florence, finalist Award for Art History & Criticism
James B Grobrot, Biofluid Mechanics: Analysis and Applications, finalist Award for Engineering & Technology
Andy Haines and Howard Frumkin, Planetary Health: Safeguarding Human Health and the Environment in the Anthropocene, finalist Award for Environmental Science
T M Hellwell and V V Sahakian, Modern Classical Mechanics, co-winner Awards for Chemistry / Physics
Michael A Hill, Michael J Hopkins and Douglas G Ravenel, Equivariant Stable Homotopy Theory and the Kervaire Invariant One Problem, winner Award for Mathematics
Thomas C Hull, Origametry: Mathematical Methods in Paper Folding, finalist Award for Mathematics
George Ikkos and Nick Bouras, Mind, State, and Society: Social History of Psychiatry and Mental Health in Britain 1960-2010, finalist Award for Psychology
Richard J. Postal and John C. Wolinetz, Programming the Community, finalist Award for Computing & Information Sciences

2022 CHOICE Outstanding Titles
Association of College & Research Libraries selection of the best scholarly titles reviewed by Choice magazine.

Michael Anderson, Michele Cecchin, Elias Mossialos and Jonathan North, Challenges to Tackling Antimicrobial Resistance: Economic and Policy Responses Peter Baldwin, Fighting the First Wave: Why the Coronavirus Was Tackled So Differently Around the Globe
Christoph Bartneck, Tony Belpaeme, Friederike Eyssel, Takayuki Corson, Coronavirus Was Tackled So Differently Across the Globe
Rebekah Compton, Venus and the Arts of Love in Renaissance Florence, finalist Award for Art History & Criticism
James B Grobrot, Biofluid Mechanics: Analysis and Applications, finalist Award for Engineering & Technology
Ronald Kleiss, Quantum Field Theory: A Diagrammatic Approach, finalist Award for Chemistry / Physics
Professor Ruth Mace, Evolutionary Human Sciences, finalist Award for Biological Anthropology, Ancient History & Archaeology
Mark Fathi Massoud, Shari'a, Inshallah: Finding God in Somali Legal Politics, finalist Award for Political Science
Robert Morstein-Marx, Julius Caesar and the Roman People, winner Award for Anthropology, Ancient History & Archaeology
Jane Steward, Hegel's Century: Alienation and Recognition in a Time of Resilience, finalist Award for Philosophy
Michael Taborsky, Michael A Cant and Jan Kornmeur, The Evolution of Social Behaviour, finalist Award for Biological Sciences
Shane Weller, The Idea of Europe, finalist Award for Literature

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Professor Ruth Mace, Evolutionary Human Sciences, finalist Award for Biological Anthropology, Ancient History & Archaeology
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Michael Taborsky, Michael A Cant and Jan Kornmeur, The Evolution of Social Behaviour, finalist Award for Biological Sciences
Shane Weller, The Idea of Europe, finalist Award for Literature
Giovanni Carbone and Alessandro Pellegrata, Political Leadership in Africa: Leaders and Development South of the Sahara
Jennifer Cooke, The New Feminist Literary Studies
Marwa Daoudy, The Origins of the Syrian Conflict: Climate Change and Human Security
Francine L Dolins, Christopher A Shaffer, Leila M Porter, Jena R Hickey and Nathan P Nibbelink, Spatial Analysis in Field Primatology: Applying GIS at Varying Scales
Erik J Engstrom and Robert Huckfeldt, Race, Class, and Social Welfare: American Populism Since the New Deal
Lukas Erne and Devani Singh, Bel Vedere, or The Garden of Muses: An Early Modern Printed Commmomplace Book
Chiara Formich, Islam and Asia: A History
Jonathan Fox, Thou Shalt Have No Other Gods Before Me: Why Governments Discriminate against Religious Minorities
Michele Goodwin, Policing the World: Invisible Women and the Criminalization of Motherhood
Norbert Götz, Georgina Brewis and Steffen Werther, Humanitarianism in the Modern World: The Moral Economy of Famine Relief
Kevin D Hunt, Chimpanzee: Lessons from our Sister Species
Stephen J King, The Arab Winter: Democratic Consolidation, Civil War, and Radical Islamists
A D Lee, Warfare in the Roman World
Sonia Massai, Shakespeare’s Accents: Voicing Identity in Performance
Sally McConnell-Ginet, Words Matter: Meaning and Power
Karolina M Milewicz, Constitutionaizing World Politics: The Logic of Democratic Power and the Intended Consequences of International Treaty Making
Kelsey P Norman, Reluctant Reception: Refugees, Migration and Governance in the Middle East and North Africa
Nathaniel K Powell, France’s Wars in Chad: Military Intervention and Decolonization in Africa
William Quinn and John D Turner, Boom and Bust: A Global History of Financial Bubbles
Guido Rings and Sebastian Rasinger, The Cambridge Handbook of Intercultural Communication
Mathias Roise, On Justice: Philosophy, History, Foundations
Alexandre Roaul, Barn Owl: Evolution and Ecology
Brian F Schaffner, Jesse H Rhodes and Raymond J La Raja, Hometown Inequality: Race, Class, and Representation in American Local Politics
Torben Spaak and Patricia Mindus, The Cambridge Companion to Legal Positivism
Hendrik Spruyt, The World Imagined: Collective Beliefs and Political Order in the Sinocentric, Islamic and Southeast Asian International Societies
Melanie Benson Taylor, The Cambridge History of Native American Literature
John K Thornton, A History of West Central Africa to 1850
Jorge E Vivas, The UN Friendly Relations Declaration at 50: An Assessment of the Fundamental Principles of International Law
Kevin Werbach, After the Digital Tornado: Networks, Algorithms, Humanity
Ilan Wurman, The Second Founding: An Introduction to the Fourteenth Amendment

Educational Publishing Awards Australia
Australian Publishers Association annual awards for excellence in the education sector.

2021
Michael Adcock, Ashley Keith Pratt, Adrian De Fare et al, Cambridge Humanities for Victoria Years 7-10, highly commended Secondary Student Resource – Junior English / Humanities / Languages / Arts / Technologies / Health and Physical Education
Stephen Clarke, Jonathan Dallimore et al., History Transformed Stage 4&5, finalist Secondary Student Resource – Junior English / Humanities / Languages / Arts / Technologies / Health and Physical Education
Marilyn Fleer, Play in the Early Years, finalist Tertiary (Wholly Australian) Teaching and Learning – print
Arne Forbes, Vinesh Chandra, Linda Pfeiffer et al., STEM Education in the Primary School: A Teacher’s Toolkit, winner Tertiary (Wholly Australian) Teaching and Learning – blended learning, and, winner Outstanding Tertiary / VET
Anthony Marinac, Caroline Hart, Rhianna Chisholm et al. Learning Law, finalist Tertiary (Wholly Australian) Teaching and Learning – blended learning

2022
Cambridge University Press, winner Publisher of the Year Award – Secondary
Odette Best, Brownwyn Fredericks, Tjintjilpin: Aboriginal and Torres Strait Islander Nursing and Midwifery Care, 3rd edition, winner Teaching and Learning Resource – Print – (Wholly Australian)
Richard Brosme, Ashley Keith Pratt, et al., Analysing Australian History, highly commended Secondary Student Resource – Senior English / Humanities / Languages / Arts / Technologies / Health and Physical Education
Kendra Bruseker, Elizabeth Howard, et al., Cambridge Society and Culture Stage 6, winner Secondary Student Resource – Senior English / Humanities / Languages / Arts / Technologies / Health and Physical Education
Simon Maaser et al., Cambridge Senior Science Biology VCE, finalist Secondary Student Resource – Senior English / Humanities / Languages / Arts / Technologies / Health and Physical Education

ELTons 2021
British Council ELTons awards for innovation in English language teaching.
Cambridge University Press and Cambridge Assessment English, Fun Skills, finalist Award for Excellence in Course Innovation
Sarah Mercer and Zoltan Dornyei, Engaging Language Learners in Contemporary Classrooms, finalist Award for Innovation in Teacher Resources
Chris Sowton, Teaching in Challenging Circumstances, joint winner ELTons Judges’ Commendation for Equality, Diversity and Inclusion, and, finalist Award for Innovation in Teacher Resources