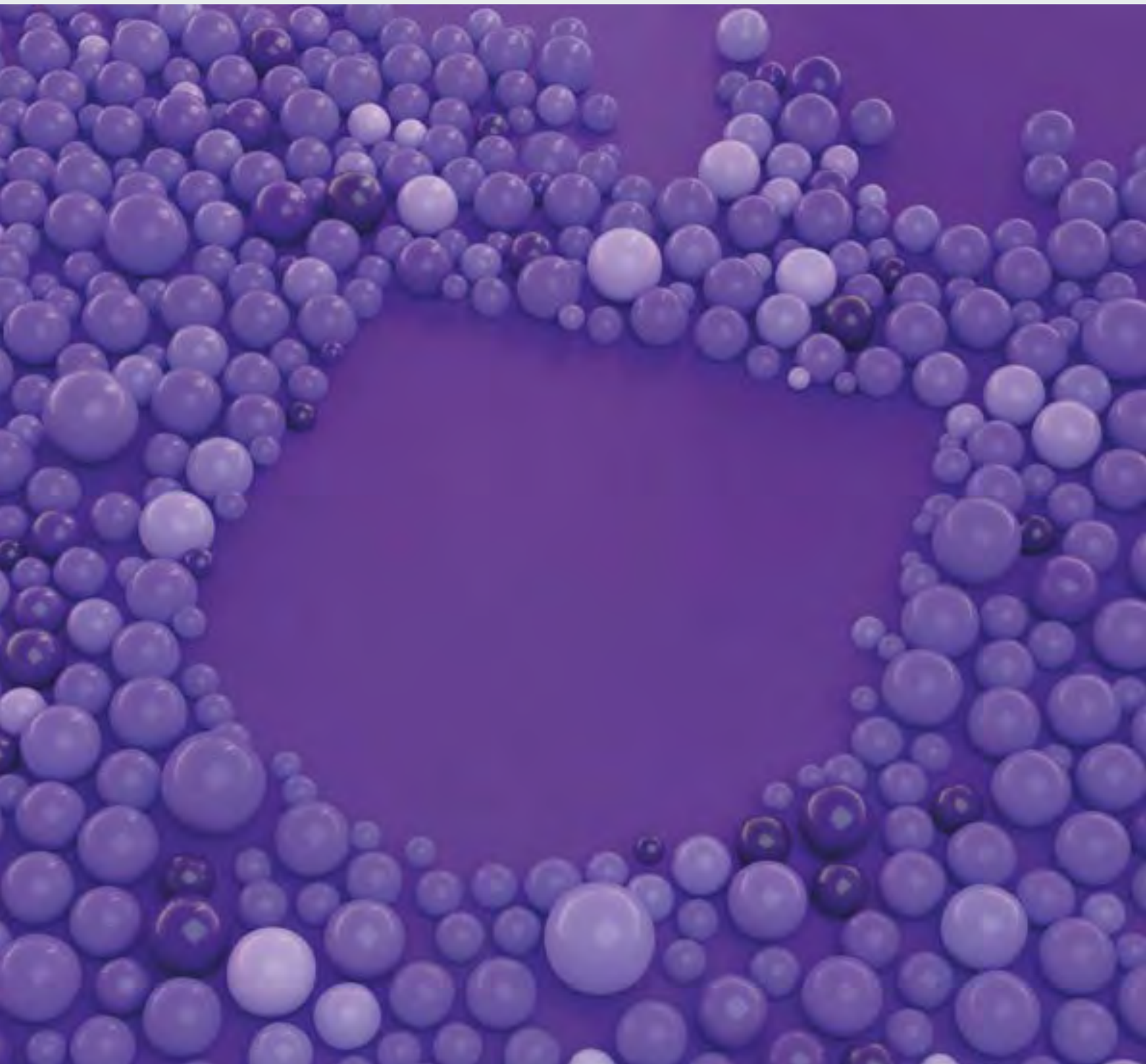


Annual Report

2021-2022



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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Who we are

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



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.



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.





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 reflecting on what first compelled 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 supported assessment and progression for displaced students across Europe. Cambridge English created online communities for Ukrainian teachers, and academic colleagues worked with Research 4 Life to make academic journals freely available to Ukrainian scholars.

The group's innovations helped maintain objective, fair and equitable assessments worldwide, enabling students to progress, and allowing education systems to focus on what matters most after the disruptions of the pandemic.

First-class academic publishing and digital capabilities helped scholars from our University and beyond make crucial research discoveries openly and rapidly available. Cambridge Advance

Online is bringing a University of Cambridge education to the world, through the highest quality flexible online courses.

No other organisation serves learners, teachers and researchers as we do. Backed by the University's world-leading teaching and research, Cambridge University Press & Assessment provides a unique combination of assessment, research, education and scholarship.

In the course of 2021–22, we saw some changes in the membership of the Syndicate that oversees the governance of Cambridge University Press & Assessment. Professor Amira Bennisson became a Syndic of the Press & Assessment Board, replacing Dr Sue Swaffield, and on 1 October 2022 Amira replaced Professor Kenneth Armstrong as chair of the Academic Publishing Committee, as a member (ex-officio) of the Press & Assessment Board, and as a member of the Academic Advisory Board. Other non-executive appointments in the period included Professor Andy Neely replacing Professor Graham Virgo on the Board (ex-officio); and the appointment of Professor Nidhi Singal to the ELT & Education Publishing Committee, replacing Sue Swaffield; of Professors Laura Diaz Anadon, Duncan Kelly, Ben Simons and Alexandra Walsham to the Academic Publishing Committee, from which Professor Tim Harper stood down after fourteen years; and of Dr Michelle Olmstead, Mr Brian Simms and Mr Andy Ware to the Academic Advisory Board. I am grateful to all for their service.

Peter Phillips and the team have performed exceptionally well in realising the opportunities that arise from integration, and from adapting to a shifting market in a rapidly changing world. Cambridge University Press & Assessment has flourished over this reporting period. I know it has an even brighter future ahead.

Professor Stephen J Toope
Vice-Chancellor of the University of Cambridge



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.

That approach is evident in the way we have responded to the continuing global crises. It's there in the way our people responded 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 to Ukrainians affected by war.

As we look ahead, we know that such global challenges – from infectious disease to military conflict; climate change to energy shortages and inflation – are not going away. But they make education and research even more indispensable. What we deliver unlocks potential, helps make progress with difficult issues, and builds bridges.

Despite that tough backdrop, we remained outward looking, relentlessly focused on improving our customers' experiences, delivering for learners, and living up to our core values. And we did so more effectively than ever before, collecting and studying data, sharing experiences across different areas, and shaping richer partnerships with our own academic University.

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 Linguaskill show we 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.”

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 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.

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.

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 scholarly works span the arts and sciences: from *The Politics of Beauty* to *Therapeutic Targeting of RAS Mutant Cancers*.

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

“Education and research are the drivers of success for people and for economies across the world. So, the things that we can do matter and will continue to matter as we look far into the future.”

last 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.

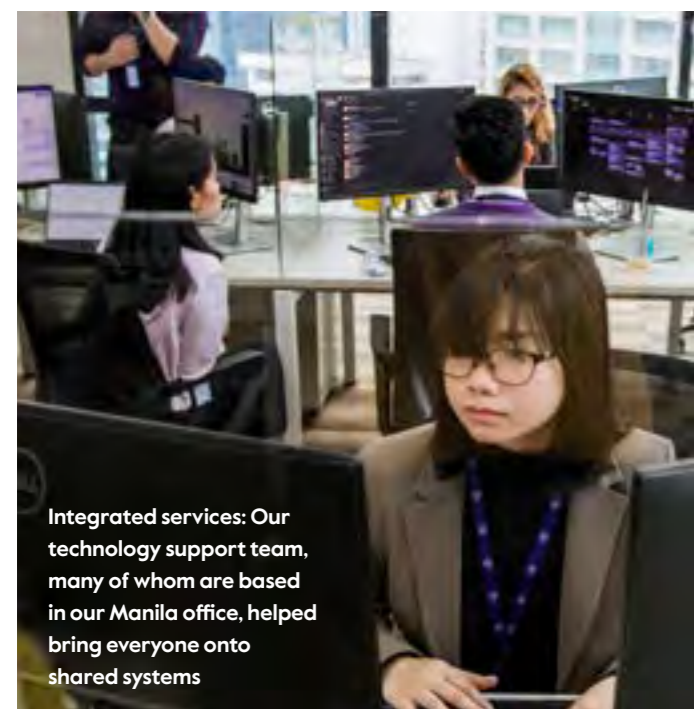
We achieved ISO 14001 certification for our UK operations’ environmental performance, the international best practice standard. Our first UN Global compact report, available online, details more about how we are playing our part in meeting the global challenge of sustainability.

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 Özden – who has been leading Cambridge Assessment International Education – to serve as our first ever Global Director



Integrated services: Our technology support team, many of whom are based in our Manila office, helped bring everyone onto shared systems



Millions of exam scripts are scanned and stored at our secure warehouses

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



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

£868 million
Revenue in 2021–22

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



Cambridge Dictionary

We reduced our UK electricity, gas and fleet emissions by

15%




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



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



Around

2 million grades
issued globally by our exam boards




English

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

“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

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 arose 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 the region, with our priority being the support of our local team, partners, customers and students. We suspended new business 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

“We draw on our ability to innovate, to digitise, and transform. We’ve demonstrated we can do this time and time again.”

Francesca Woodward, Global Managing Director, English

a wholly-owned subsidiary, English Language iTutoring (ELiT). The Linguaskill auto marker originated from research in the Cambridge Institute for Automated Language Teaching and Assessment, which has representatives from our teams working alongside the University departments of Computer Science and Technology, and Engineering, with technology transfer to ELiT Ltd.

ELiT’s auto-marking tools are built and maintained using data on how humans have marked language assessments in the past. These markings are reviewed, corrected and then fed into Linguaskill’s algorithms, with people marking work continuing to be part of that process for a significant period of time. The degree of confidence is critical, and will differentiate our offer from our competitors.

Deep roots of integration: our teams collaborated for many years on our world-class English learning and assessment



Global reach

Over **415 million** people used the Cambridge Dictionary this year, visiting over **788 million times** and viewing over **2.3 billion pages**.



Cambridge Dictionary



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 behaviours between print and digital. We're calling it the hybrid digital strategy. And for students in high school, we want to equip them with quality knowledge and learning outcomes, and help them to be better prepared for professional entrance exams or admissions to higher education.

How 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 is 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.



International Education

Global Reach

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

“Now that we’re one organisation, we can be more ambitious in joining up assessment and content and data through digital solutions, more ambitious in the way that we use technology to provide a better service, and build a stronger community with our customers.”

Rod Smith, Group Managing Director, International Education

2022 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 £45million.

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.

Educators now see and have deeper experience of how digital can be an important part of providing resilience in the system post-pandemic and are much more open to those products.

Huge improvements were made in our back-to-school digital onboarding platforms and processes which saw our customer service teams work with colleagues in Manila and Mexico to deliver around-the-clock service to drastically reduce customer inquiry wait times.



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 Faculties of Mathematics and Education championing a world class mathematics education for all students from 3- to 19-years-old. Based on its popular 'Espresso' 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.



A new textbook series reflects Australia's indigenous peoples' history



Our early years project in India has gained traction



UK 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

As part of our digital transformation, we’ve trialled mock exams taken entirely on-screen



We believe it is important to reflect society in our qualifications, resources and assessments

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

“Across Cambridge University Press & Assessment, we all share a very strong purpose. We care about every student and what every student can achieve.”

Jill Duffy, Group Managing Director, UK Education

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 focus

Natural history in the making

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.

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.

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

Global adventurer Bear Grylls



In focus

Taking a Cambridge professional education online

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 Chaudhuri 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*



“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

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.

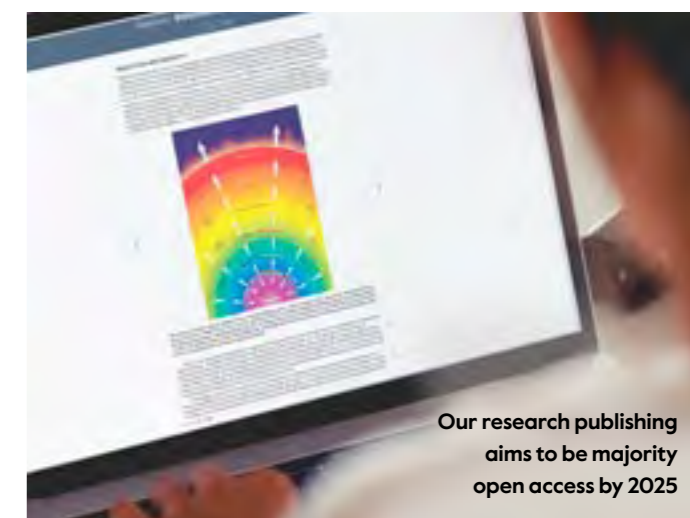
Higher education

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



The innovative Cambridge Family Chronicle Bible



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.

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 as a joint organisation in April 2022.



Solar panels on the roofs of our offices in Cambridge reduce our emissions

“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.

Our colleagues around the world use their volunteer days to support initiatives that tackle climate change



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.

“We’re planning how to green the curriculum because we know students really want it. They know that they’re going to have to deal with massive issues around climate change and they haven’t got the knowledge to do that yet.”

Christine Özden, Global Director, Climate Education



Our people

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

“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

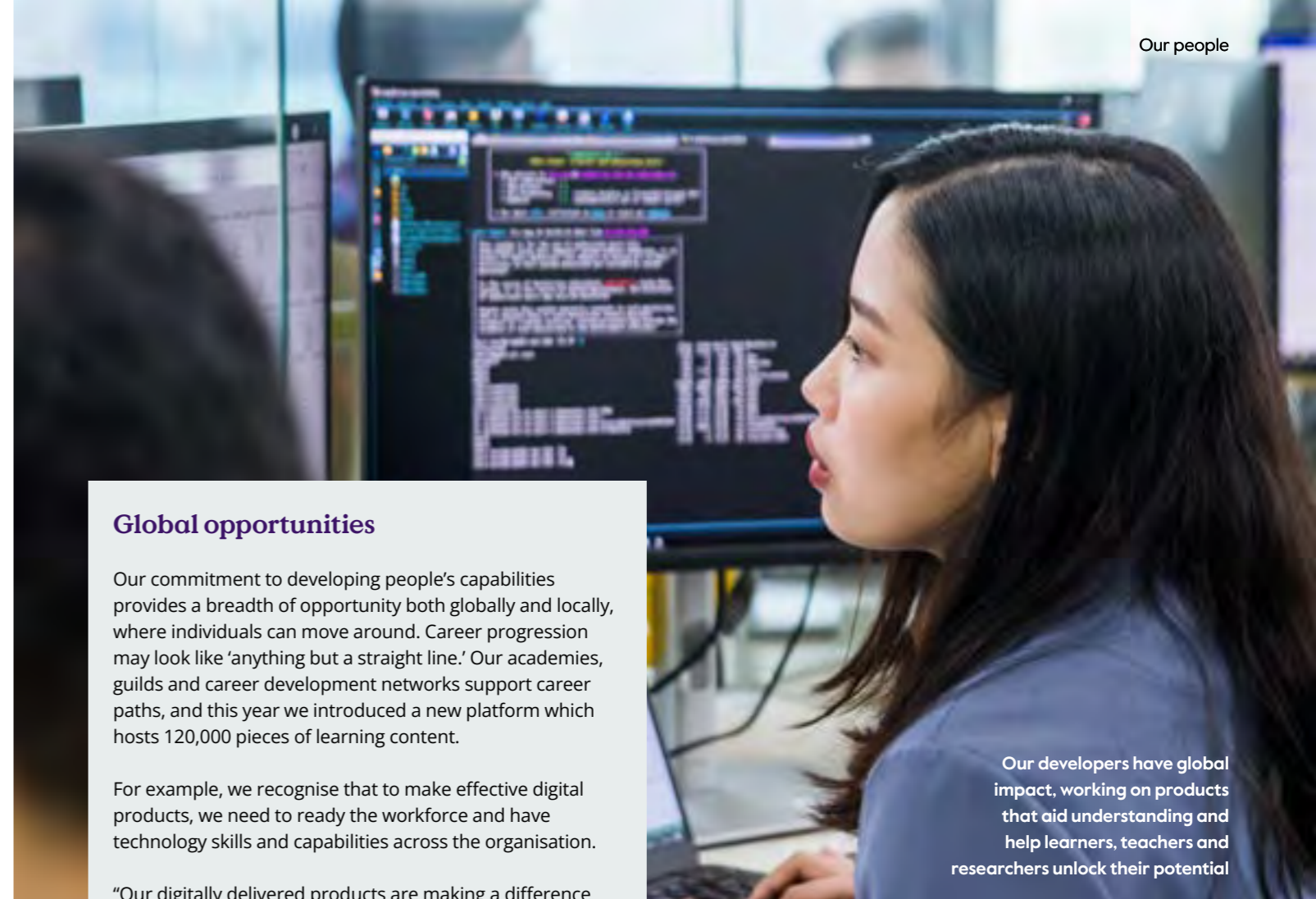
As a global organisation, serving customers and representing colleagues all over the world, diversity in all its forms is key to our success. We operate under the principle that all people should have an equal chance to grow, learn, contribute and advance.

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



We aim to bring our people together globally through a set of shared values and aspired behaviours



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 academies, 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.

Our developers have global impact, working on products that aid understanding and help learners, teachers and researchers unlock their potential

interrupting 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.”

“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.

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.

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.



We celebrated World Book Day by inviting students from local schools to learn more about the variety of job roles within our organisation



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



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

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 agreeing the balances disclosed in the Abstract of the Financial Statements to the full annual financial statements. Our audit report on the full annual financial statements of Cambridge University Press & 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

- 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.
- 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

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

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

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

Abstract of Consolidated balance sheet at 31 July 2022

	2022 (£'m)	2021 (£'m)
Fixed assets		
Intangible assets	105.0	94.4
Tangible assets	264.6	271.0
Other investments	218.9	105.4
	588.5	470.8
Current assets		
Pre-publication costs	25.2	26.7
Inventories	24.9	19.9
Debtors	219.6	217.3
Cash at bank and in hand	325.8	335.6
	595.5	599.5
Creditors: amounts falling due within one year	(277.4)	(254.7)
Net current assets	318.1	344.8
Total assets less current liabilities	906.6	815.6
Defined benefit pension scheme obligation	(65.4)	(106.5)
Other post-retirement benefits obligation	(19.8)	(26.0)
Other long-term liabilities	(45.8)	(30.1)
Net assets	775.6	653.0
Capital and reserves		
Restricted reserves	7.9	7.7
Unrestricted reserves	760.7	639.6
Non-controlling interests	7.0	5.7
Total capital and reserves	775.6	653.0

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 J of the University Statutes and the supporting Ordinances. Her Majesty Queen Elizabeth II approved changes to the Statue 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 delegated authority from the Board to approve certain large-scale investments where time is of the essence.



Our executive board

Responsibility for our day-to-day management is delegated by the Syndicate to our Chief Executive Officer and Executive Board, which includes our Chief Financial Officer.



Peter Philips
Chief Executive



Dave Bulman
Chief Operations Officer



Andrew Chandler
Chief Financial Officer



Jill Duffy
Group Managing Director,
UK Education



Mandy Hill
Managing Director, Academic



Mark Maddocks
Chief Information Officer



Tim Oates, CBE
Group Director, Assessment
Research and Development



Christine Özden
Global Director, Climate Education
*Chief Executive, Cambridge
International Assessment
Education to September 2022*



Arun Rajamani
Managing Director, South Asia



Janet Scotcher
Chief People Officer



Catie Sheret
General Counsel



Rod Smith
Group Managing Director,
International Education



Fran Woodward
Global Managing Director,
English

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.

Rachel Adcock, Kate Aughterson, Claire Bowditch, Elaine Hobby, Alan James Hogarth, Anita Pacheco, *Aphra Behn: Plays 1682–1696: Volume 4. The Plays 1682–1696*, 2021 Josephine Roberts Award for a Scholarly Edition, Society for the Study of Early Modern Women and Gender (SSEMWG)

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, TaPRA

Muhsin J al-Musawi, *The Arabian Nights in Contemporary World Cultures: Global Commodification, Translation, and the Culture Industry*, winner 2022 Sheikh Zayed Book Award – Arabic 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 Amsden Award, Society for the Advancement of Socio-Economics, honourable mention 2021 Barrington Moore Book Award, American Sociological Association and winner 2022 Douglass 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

César J Ayala and Laird W Bergad, *Agrarian Puerto Rico: Reconsidering Rural Economy and Society, 1899–1940*, winner 2021 Manuel Moreno Friginals Prize, Caribbean Economic History Association

S Erdem Aytaç and Susan C Stokes, *Why Bother?: Rethinking Participation in Elections and Protests*, winner 2020 David O. Sears Best Book on Mass Politics Award, International Society of Political Psychology

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 Bersch, *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 SPAR Award for the Best Book Published in Public Administration

Vestert Borger, *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 McKenzie 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

Peter Boxall, *The Prosthetic Imagination: A History of the Novel as Artificial Life*, winner 2020 James Russell Lowell Prize, Modern Language 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-García, *Beyond Babel: Translations of Blackness in Colonial Peru and New Granada*, winner 2021 Friedrich Katz Prize, American Historical Association

Giorgio Buccellati, *A Critique of Archaeological Reason: Structural, Digital, and Philosophical Aspects of the Excavated Record*, 2021 Balzan Prize for Art and Archaeology of the Ancient Near East

Donald Burrows, Helen Coffey, John Greenacombe & Anthony Hicks: *George Frideric 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 Bustikova, *Extreme Reactions: Radical Right Mobilization in Eastern Europe*, winner 2020 David Center Award, The Association for Slavic, East European, & Eurasian Studies

Rafael 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

Alex Chase-Levenson, *The Yellow Flag: Quarantine and the British Mediterranean World, 1780–1860*, winner 2021 Stansky Book Prize, North American Conference on British Studies

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 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, Atmospheric Science Librarians International

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



Jennifer Cooke, *Contemporary Feminist Life-Writing: The New Audacity*, winner 2020 The ACLS Monograph Prize, The British Association for Contemporary Literary Studies

Jennifer Cooke, *The New Feminist Literary Studies*, winner 2020 The ACLS Edited Collection Prize, The British Association for Contemporary Literary Studies

Jonathan Craft & John Halligan, *Advising Governments in the Westminster Tradition: Policy Advisory Systems in Australia, Britain, Canada and New Zealand*, winner 2021 Charles H Levine Memorial Book, International Political Science Association

Aileen R Das, *Galen and the Arabic Reception of Plato's Timaeus*, winner 2021 Charles J. Goodwin Award of Merit, Society for Classical Studies

Deepa Das Acevedo, *Beyond the Algorithm: Qualitative Insights for Gig Work Regulation*, honourable mention 2021 Book Prize, Society for the Anthropology of Work

Arunima Datta, *Fleeting Agencies: A Social History of Indian Coolie Women in British Malaya*, joint winner 2021 Sara A Whaley Book Prize, National Women's Studies Association and winner 2022 Gita Chaudhuri Book Prize, Western Association of Women Historians

Lauren D Davenport, *Politics beyond Black and White: Biracial Identity and Attitudes in America*, winner 2019 David O. Sears Best Book on Mass Politics Award, International Society of Political Psychology

Beatrice de Graaf, *Fighting Terror after Napoleon: How Europe Became Secure after 1815*, 2022 Arenberg Prize for European History, Arenberg Foundation

Julia Dehm, *Reconsidering REDD+: Authority, Power and Law in the Green Economy*, 2021 Award to an Early Career Researcher, Law and Society Association of Australia and New Zealand

Alejandro de la Fuente and Ariela J Gross, *Becoming Free, Becoming Black: Race, Freedom, and Law in Cuba, Virginia, and Louisiana*, winner 2021 John Phillip Reid Book Award, American Society for Legal History and co-winner 2021 Order of the Coif Annual Book Award

Ignacio de la Rasilla, *International Law and History: Modern Interfaces*, winner 2021 Han Depei Law Prize

François Delerue, *Cyber Operations and International Law*, winner 2021 Book Prize, European Society of International Law (ESIL)

Christian De Vos, *Complementarity, Catalysts, Compliance: The International Criminal Court in Uganda, Kenya, and the Democratic Republic of Congo*, winner 2021 Book of the Year, American Branch of the International Law Association (ABILA)

John P R Eicher, *Exiled Among Nations: German and Mennonite Mythologies in a Transnational Age*, finalist 2020 Book Prize, Waterloo Centre for German Studies

John P R Eicher, *German and Mennonite Mythologies in a Transnational Age*, honourable mention 2021 GSA / DAAD Book Prize, German Studies Association

Antje Ellermann, *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States*, co-winner 2022 Charles Levine Prize, International Political Science Association

John H Esling, Scott R Moisk, Allison Benner & Lise Crevier-Buchman, *Voice Quality: The Laryngeal Articulator Model*, winner 2021 Leonard Bloomfield Book Award, Linguistic Society of America

Jeff Forret, *Williams' Gang: A Notorious Slave Trader and his Cargo of Black Convicts*, winner 2021 Leadership in History Award – Large Press, American Association for State and Local History

Frederico Freitas, *Nationalizing Nature: Iguazu Falls and National Parks at the Brazil-Argentina Border*, honourable mention 2022

Bryce Wood Book Award, Latin American Studies Association and honourable mention 2022 Best Book in Social Sciences – Brazil, Latin American Studies Association

Christina Fuhrmann, *Foreign Opera at the London Playhouses: From Mozart to Bellini*, winner 2017 Diana McVeagh Prize, North American British Music Studies Association (NABMSA)

Samuel Fury and Childs Daly, *A History of the Republic of Biafra: Law, Crime, and the Nigerian Civil War*, honourable mention 2021 Peter Gonville Stein Book Award, American Society for Legal History

Patricia Gaborik, *Mussolini's Theatre: Fascist Experiments in Art and Politics*, American winner for Non-fiction, The Bridge Book Award 2021

Ariel Glucklich, *The Joy of Religion: Exploring the Nature of Pleasure in Spiritual Life*, 2021 International Society for Science & Religion Book Prize

Yanilda María González, *Authoritarian Police in Democracy: Contested Security in Latin America*, co-winner 2021 Donna Lee Van Cott Award for the Best Book on Latin American Politics and Institutions, Latin American Studies Association

Erika Graham-Goering, *Princely Power in Late Medieval France: Jeanne de Penthièvre and the War for Brittany*, finalist 2021 Gladstone Prize, Royal Historical Society

Jaclyn Granick, *International Jewish Humanitarianism in the Age of the Great War*, winner 2021 National Jewish Book Award for Writing based on Archival Material, Jewish Book Council

Jean-Christophe Graz, *The Power of Standards: Hybrid Authority and the Globalisation of Services*, winner 2021 EAEPE Joan Robinson Prize, European Association for Evolutionary Political Economy

Nicole Grimes, *Brahms's Elegies: The Poetics of Loss in Nineteenth-Century German Culture*, honourable mention 2022 Danijela Kulezic-Wilson Book Prize, Society for Musicology in Ireland

Ursula Hackett, *America's Voucher Politics: How Elites Learned to Hide the State*, winner 2020-2021 Richard Neustadt Book Prize, Political Studies Association

Shahla Haeri, *The Unforgettable Queens of Islam: Succession, Authority, Gender*, finalist 2021 Award for Excellence in the Study of Religion – Historical Studies, American Academy of Religion

Lara Harb, *Arabic Poetics: Aesthetic Experience in Classical Arabic Literature*, finalist 2021 Award for Excellence in the Study of Religion – Textual Studies, American Academy of Religion and finalist 2021 Sheikh Zayd Book Award for Arab Culture in Other Languages

Mai Hassan, *Regime Threats and State Solutions: Bureaucratic Loyalty and Embeddedness in Kenya*, winner 2021 Bethwell A. Ogot Prize, African Studies Association

Katie M Hemphill, *Bawdy City: Commercial Sex and Regulation in Baltimore, 1790–1915*, winner 2021 Mary Kelley Book Prize, Society for Historians of the Early American Republic

Trevor Herbert, Arnold Myers & John Wallace, *The Cambridge Encyclopedia of Brass Instruments*, winner 2020 C. B. Oldman Award, International Association of Music Libraries, Archives and Documentation Centres (UK & Ireland)

Joan A Holladay, *Genealogy and the Politics of Representation in the High and Late Middle Ages*, winner 2022 Karen Gould Book Prize in Art History, Medieval Academy of America

Alisha C Holland, *Forbearance as Redistribution: The Politics of Informal Welfare in Latin America*, honourable mention 2019 Stein Rokkan Prize for Comparative Social Science Research

Lise Morjé Howard, *Power in Peacekeeping*, winner 2021 International Security Studies Section Best Book Award, International Studies Association

Bruce J Hunt, *Imperial Science: Cable Telegraphy and Electrical Physics in the Victorian British Empire*, winner 2021 Houck Award for Documentation, Antique Wireless Association

Liz Jackson, *Beyond Virtue: The Politics of Educating Emotions*, winner 2021 Critics' Choice Book Award, American Educational Studies Association

Christopher Johnston, Howard Lavine, and Christopher Federico, *Open versus Closed: Personality, Identity, and the Politics of Redistribution*, winner 2018 David O. Sears Best Book on Mass Politics Award, International Society of Political Psychology

Nathan Kalmoe, *With Ballots and Bullets: Partisanship and Violence in the American Civil War*, co-winner 2021 David O. Sears Book Award, International Society of Political Psychology

James E Kelly, *English Convents in Catholic Europe, c.1600–1800*, finalist 2021 Ecclesiastical History Society Book Prize

Rao Kotamarthi, Katharine Hayhoe, Linda O Mearns, Donald Wuebbles, Jennifer Jacobs and Jennifer Jurado, *Downscaling Techniques for High-Resolution Climate Projections: From Global Change to Local Impacts*, winner 2021 Choice (Science and Technology) Awards, Atmospheric Science Librarians International

Andrew Kraebel, *Biblical Commentary and Translation in Later Medieval England: Experiments in Interpretation*, winner 2021 Ecclesiastical History Society Book Prize

Dilek Kurban, *Limits of Supranational Justice: The European Court of Human Rights and Turkey's Kurdish Conflict*, special mention 2021 Book Prize, ICON-S (International Society of Public Law)

Ahmet T Kuru, *Islam: Authoritarianism, and Underdevelopment: A Global and Historical Comparison*, honourable mention 2021 Distinguished Book Award, Society for the Scientific Study of Religion

Heonik Kwon, *After the Korean War: An Intimate History*, winner 2022 James B Palais Prize, Association for Asian Studies

Amy Lai, *The Right To Parody: Comparative Analysis of Copyright and Free Speech*, 2021 Franklyn S. Haiman Award for Distinguished Scholarship in Freedom of Expression

Anne Lawrence-Mathers, *Medieval Meteorology: Forecasting the Weather from Aristotle to the Almanac*, runner up 2020 Choice (History) Awards, Atmospheric Science Librarians International

Thomas Leahy, *The Intelligence War against the IRA*, winner 2021 Brian Farrell book prize, Political Studies Association of Ireland

Janet I Lewis, *How Insurgency Begins: Rebel Group Formation in Uganda and Beyond*, winner 2021 Book of the Year Prize, Conflict Research Society and winner 2022 ISA Annual Best Book Award, International Studies Association

Marco Longobardo, *The Use of Armed Forces in Occupied Territory*, 12th Paul Reuter Prize Award, International Committee of the Red Cross

Zeina Maasri, *Cosmopolitan Radicalism: The Visual Politics of Beirut's Global Sixties*, winner 2021 British-Kuwait Friendship Society Book Prize

Elizabeth Jane Macpherson, *Indigenous Water Rights in Law and Regulation: Lessons from Comparative Experience*, winner 2021 Early Career Research Excellence Award for Humanities, New Zealand Royal Society Te Apārangi

Sumi Madhok, *Vernacular Rights Cultures: The Politics of Origins, Human Rights and Gendered Struggles for Justice*, winner 2022 BISA Susan Strange Best Book Prize

Nivi Manchanda, *Imagining Afghanistan: The History and Politics of Imperial Knowledge*, winner 2021 L. H. M. Ling Outstanding First Book Prize, British International Studies Association

Jen Manion, *Female Husbands: A Trans History*, winner 2021 Best Second Monograph in Victorian Studies, British Association for Victorian Studies Prize

Simon Martin, *Ancient Maya Politics: A Political Anthropology of the Classic Period 150-900 CE*, winner 2021 James Henry Breasted Prize, American Historical Association

Mark Fathi Massoud, *Shari'a, Inshallah: Finding God in Somali Legal Politics*, winner 2022 Hart-SLSA Book Prize, Socio-Legal Studies Association and winner 2022 Distinguished Book Award – Sociology of Religion, American Sociological Association

Daniel C Mattingly, *The Art of Political Control in China*, winner 2021 Gaddis Smith International Book Prize, Yale Macmillan Center
Meighen McCrae, *Coalition Strategy and the End of the First World War: The Supreme War Council and War Planning, 1917–1918*, winner 2021 Distinguished Book Award – First Book, Society of Military History and winner 2020 Norman B. Tomlinson, Jr. Prize, World War One Historical Association (WW1HA)

Brendan McGeever, *Antisemitism and the Russian Revolution*, winner 2021 Book Prize, British Association for Jewish Studies

Khalid Medani, *Black Markets and Militants: Informal Networks in the Middle East and Africa*, co-winner 2022 Best Book on MENA Politics by a Senior Scholar, American Political Science Association

Ari Mermelstein, *Power and Emotion in Ancient Judaism: Community and Identity in Formation*, finalist 2021 National Jewish Book Award in Scholarship, Jewish Book Council

Laurence Monnais, *The Colonial Life of Pharmaceuticals*, winner 2021 EAHHM Book Prize, European Association for the History of Medicine and Health

Maria Monnheimer, *Due Diligence Obligations in International Human Rights Law*, Hermann Mosler Prize 2020 / 21, German Society of International Law

Dana Moss, *The Arab Spring Abroad: Diaspora Activism against Authoritarian Regimes*, winner Charles Tilly Distinguished Contribution to Scholarship Book Award – Social Movements & Collective Behavior, co-winner Best Book Award – Global and Transnational Sociology, and honourable mention, Section on Peace, War, and Social Conflict 2022 Book Award, American Sociological Association

Soumen Mukherjee, *Ismailism and Islam in Modern South Asia: Community and Identity in the Age of Religious Internationals*, 2021 Karim and Rosemin Karim Book Prize

David Newheiser, *Hope in a Secular Age: Deconstruction, Negative Theology, and the Future of Faith*, ATF Literary Trust Book Prize for 2021, Australian Theological Forum

Sara Niedzwiecki, *Uneven Social Policies: The Politics of Subnational Variation in Latin America*, winner 2021 Best Book Award, International Public Policy Association

Alasia Nuti, *Injustice and the Reproduction of History: Structural Inequalities, Gender and Redress*, honourable mention 2021 Political Theory Book Prize, European Consortium for Political Research (ECPR)

Franklin Obeng-Odoom, *Property, Institutions, and Social Stratification in Africa*, winner 2021 Joan Robinson Best Book Prize, European Association for Evolutionary Political Economy (EAEPE)

Jens David Ohlin, *Election Interference: International Law and the Future of Democracy*, winner 2021 Roy C. Palmer Civil Liberties Prize, Chicago-Kent College of Law

Ellen Oliensis, *Loving Writing / Ovid's Amores*, winner 2021 Charles J. Goodwin Award of Merit, Society for Classical Studies

Virginia Oliveros, *Patronage at Work: Public Jobs and Political Services in Argentina*, co-winner 2021 Donna Lee Van Cott Award for the Best Book on Latin American Politics and Institutions, Latin



American Studies Association and co-winner 2022 Charles Levine Prize, International Political Science Association

Anne Orford, *International Law and the Politics of History*, winner 2022 Monograph Prize, European Society of International Law

Catherine O'Rourke, *Women's Rights in Armed Conflict under International Law*, winner 2021 Kevin Boyle Book Prize for Outstanding Legal Scholarship, Irish Association of Law Teachers

Guy Ortolano, *Thatcher's Progress: From Social Democracy to Market Liberalism through an English New Town*, Best Book in Non-North American Urban History, Urban History Association

Sebastian N Page, *Black Resettlement and the American Civil War*, winner 2022 Tom Watson Brown Book Award, Society of Civil War Historians

Ishita Pande, *Sex, Law, and the Politics of Age: Child Marriage in India, 1891–1937*, winner 2021 Grace Abbott Book Prize, Society for the History of Children and Youth and winner 2021 Wallace K. Ferguson Prize, Canadian Historical Association

Tommaso Pavone, *The Ghostwriters: Lawyers and the Politics behind the Judicial Construction of Europe*, winner 2021 Dissertation Award, European Union Studies Association, winner 2020 Dissertation Prize, Law & Society Association, winner 2020 Edward S. Corwin Award and honourable mention 2020 Ernst B. Haas Dissertation Award, American Political Science Association

Steven Pfaff & Michael Hechter, *The Genesis of Rebellion: Governance, Grievance, and Mutiny in the Age of Sail*, co-winner 2021 Allan Sharlin Award, Social Science History Association

Kristin Victoria Magistrelli Plys, *Brewing Resistance: Indian Coffee House and the Emergency in Postcolonial India*, winner 2022 Global Sociology Book Award, Canadian Sociological Association

Adrian Poole, *The Cambridge Edition of the Complete Fiction of Henry James: The Princess Casamassima*, winner 2021 Prize for a Scholarly Edition, Modern Language Association of America

Markus Prior, *Hooked: How Politics Captures People's Interest*, winner 2020 Juliette and Alexander L. George Outstanding Political Psychology Book Award, International Society of Political Psychology

Ato Quayson, *Tragedy and Postcolonial Literature*, winner 2021, Warren-Brooks Award for Outstanding Literary Criticism

Annette Yoshiko Reed, *Demons, Angels, & Writing in Ancient Judaism*, winner 2020 National Jewish Book Award Finalist in Scholarship, Association of American Publishers

Nina Reiners, *Transnational Lawmaking Coalitions for Human Rights*, winner 2022 Book Award, Academic Council on the United Nations System

Gillian Russell, *The Ephemeral Eighteenth Century: Print, Sociability, and the Cultures of Collecting*, winner 2021 Rose Mary Crawshay Prize, British Academy

Michael A Schoeppner, *Moral Contagion: Black Atlantic Sailors, Citizenship, and Diplomacy in Antebellum America*, winner 2021 James A. Rawley Award, Southern Historical Association

Teren Sevea, *Miracles and Material Life: Rice, Ore, Traps and Guns in Islamic Malaya*, Harry J Benda Prize, Association for Asian Studies

Gregory Shaffer, *Emerging Powers and the World Trading System: The Past and Future of International Economic Law*, winner 2021 Chadwick Alger Prize, International Studies Association

Esme Shirlow, *Judging at the Interface: Deference to State Decision-Making Authority in International Adjudication*, honourable mention 2022 Book Award, Australian Legal Research Awards

M W Shores, *The Comic Storytelling of Western Japan: Satire and Social Mobility in Kamigata Rakugo*, Inoue Yasushi Award for Outstanding Research in Japanese Literature, Culture and Art and School of Languages and Cultures Early Career Researcher Prize for Best Book

Erik Skare, *A History of Palestinian Islamic Jihad: Faith, Awareness, and Revolution 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

J Christopher Soper and Joel S Fetzer, *Religion and Nationalism in Global Perspective*, winner 2020 Distinguished Book Award, Society for the Scientific Study of Religion

Tom Stammers, *The Purchase of the Past: Collecting Culture in Post-Revolutionary Paris c.1790–1890*, winner 2021 Gladstone Prize, Royal Historical 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 Tanović, *Designing Memory: The Architecture of Commemoration in Europe, 1914 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 and Institutions, Latin American Studies Association

Ntina Tzouvala, *Capitalism As Civilisation: A History of International Law*, Certificate of Merit for a Preeminent Contribution to Creative Scholarship, American Society of International Law and winner 2022 Australian Legal Research Book Award, Australian Legal Research Awards

Case Watkins, *Palm Oil Diaspora: Afro-Brazilian Landscapes and Economies on Bahia's Dendê Coast*, winner 2021 Roberto Reis Book Award for First Monograph, Brazilian Studies Association and honourable mention 2021 Meridian 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 Juliette and Alexander L. George Outstanding Political Psychology Book Award, International Society of Political Psychology

Hazel Wilkinson, *Edmund Spenser and the Eighteenth-Century Book*, winner Isabel MacCaffrey Prize 2020, International Spenser Society

Andreas Willi, *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

Avner Wishnitzer, *As Night Falls: Eighteenth-Century Ottoman Cities after Dark*, a 2021 Book of the Year, History Today

Katie Woolaston, *Ecological Vulnerability: The Law and Governance of Human-Wildlife Relationships*, winner 2022 Clay Morgan Award, Western Political Science Association

Lauren Working, *The Making of an Imperial Polity: Civility and America in the Jacobean Metropolis*, joint winner 2021 Whitfield Book Prize for British and Irish History, Royal Historical Society

Fernando Zúñiga and Seppo Kittilä, *Grammatical Voice*, winner 2022 André Martinet Book Award, Societas Linguistica Europaea

APSA Awards

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

Michael Albertus, *Property without Rights: Origins and Consequences of the Property Rights Gap*, honourable mention 2022 Democracy & Autocracy Best Book Prize

Caitlin Andrews-Lee, *The Emergence and Revival of Charismatic Movements: Argentine Peronism and Venezuelan Chavismo*, winner 2022 Leon Epstein Outstanding Book Award, Organizations and Parties Section

Marius R Busemeyer, Julian L Garritzmann 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 Aeran Chung, *Immigrant Incorporation in East Asian Democracies*, honourable mention 2021 Best Book Award on Migration and Citizenship

Allan Colbern and S Karthick Ramakrishnan, *Citizenship Reimagined: A New Framework for State Rights in the United States*, winner 2021 Best Book Award on Migration and Citizenship

Simone Dietrich, *States, Markets, and Foreign Aid*, co-winner 2022 International Collaboration Section Best Book Award

Barbara Elias, *Why Allies Rebel: Defiant Local Partners in Counterinsurgency Wars*, winner Best International Security Book by a Non-tenured Faculty Member

David Fortunato, *The Cycle of Coalition: How Parties and Voters Interact under Coalition Governance*, winner 2022 European Politics and Society Section Best Book Award

Yanilda María González, *Authoritarian Police in Democracy: Contested Security in Latin America*, winner 2022 Luebbert Best Book Award

Raphaël Lefèvre, *Jihad in the City: Militant Islam and Contentious Politics in Tripoli*, co-winner 2022 MENA Politics Section Best Book Award (Junior Scholar)

Avital Livny, *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 Fathi Massoud, *Shari'a, Inshallah: Finding God in Somali Legal Politics*, winner 2022 Ralph J. Bunche Award

Eduardo Moncada, *Resisting Extortion: Victims, Criminals, and States in Latin America*, honourable mention 2022 Giovanni Sartori Award

Cigdem V Sirin, 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, *Indebted 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 Wilfahrt, *Precolonial Legacies in Postcolonial Politics: Representation and Redistribution in Decentralized West Africa*, honourable mention 2022 Giovanni Sartori 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, Media, and Psychiatric 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

2022

Ben Adcock and Anders C Hansen, *Compressive Imaging: Structure, Sampling, Learning*, finalist Award for Computing & Information Sciences

Jack Baker, Brendon 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

Vašek Chvátal, *The Discrete Mathematical Charms of Paul Erdős: A Simple Introduction*, finalist Award for Mathematics

Rebekah Compton, *Venus and the Arts of Love in Renaissance Florence*, finalist Award for Art History & Criticism

James B Grotberg, *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 Helliwell and V V Sahakian, *Modern Classical Mechanics*, finalist Award for Chemistry / Physics

Michael A Hill, Michael J Hopkins and Douglas C Ravenel, *Equivariant Stable Homotopy Theory and the Kervaire Invariant 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 History of Science, Medicine, and 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 Government & Politics

Robert Morstein-Marx, *Julius Caesar and the Roman People*, winner Award for Biological Anthropology, Ancient History & Archaeology

Jon Stewart, *Hegel's Century: Alienation and Recognition in a Time of Revolution*, winner Award for Philosophy

Michael Taborsky, Michael A Cant and Jan Komdeur, *The Evolution of Social Behaviour*, finalist Award for Biological Sciences

Shane Weller, *The Idea of Europe*, finalist Award for Literature

2021 CHOICE Outstanding Titles

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

Michael Anderson, Michele Cecchini, 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 Across the Globe*

Christoph Bartneck, Tony Belpaeme, Friederike Eyszel, Takayuki Kanda, Merel Keijsers and Selma Šabanović, *Human-Robot Interaction: An Introduction*

Steven Belletto, *The Beats: A Literary History*

Amy R Bloch and Daniel M Zolli, *The Art of Sculpture in Fifteenth-Century Italy*



Giovanni Carbone and Alessandro Pellegata, *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 Commonplace Book*

Chiara Formichi, *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 Womb: 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*

Thomas Hegghammer, *The Caravan: Abdallah Azzam and the Rise of Global Jihad*

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, *Constitutionalizing World Politics: The Logic of Democratic Power and the Unintended 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 Risse, *On Justice: Philosophy, History, Foundations*

Alexandre Roulin, *Barn Owls: Evolution and Ecology*

Brian F Schaffner, Jesse H Rhodes and Raymond J La Raja, *Hometown Inequality: Race, Class, and Representation in American Local Politics*

Hugh Richard Sloten, Ronald L Numbers and David N Livingstone, *The Cambridge History of Science: Volume 8. Modern Science in National, Transnational, and Global Context*

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 Viñuales, *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 Fanti 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, Jonathon 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

Anne 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

Jeanne Allen, Simone White, *Learning to Teach in a New Era, Second Edition*, finalist Tertiary Teaching and Learning Resource – Blended Learning - (Wholly Australian)

Nick Arnott, Mary Cruickshank, Penny Palidelis *The Road to Nursing, Second Edition*, finalist Tertiary Teaching and Learning Resource – Blended Learning - (Wholly Australian)

Odette Best, Brownwyn Fredericks, *Yatdjuligin: Aboriginal and Torres Strait Islander Nursing and Midwifery Care, 3rd edition*, winner Teaching and Learning Resource – Print - (Wholly Australian)

Richard Broome, 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 – Mathematics / Science

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



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