



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Annual Report

2023–2024



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Who we are

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.

Academic

We publish academic-level research, reference books and higher education textbooks across a wide range of disciplines under the Cambridge University Press imprint. There were 125 million downloads of scholarly research last year, including book chapters and research papers. Our higher education website hosts our learning materials and we are also the world’s oldest Bible publisher.

English

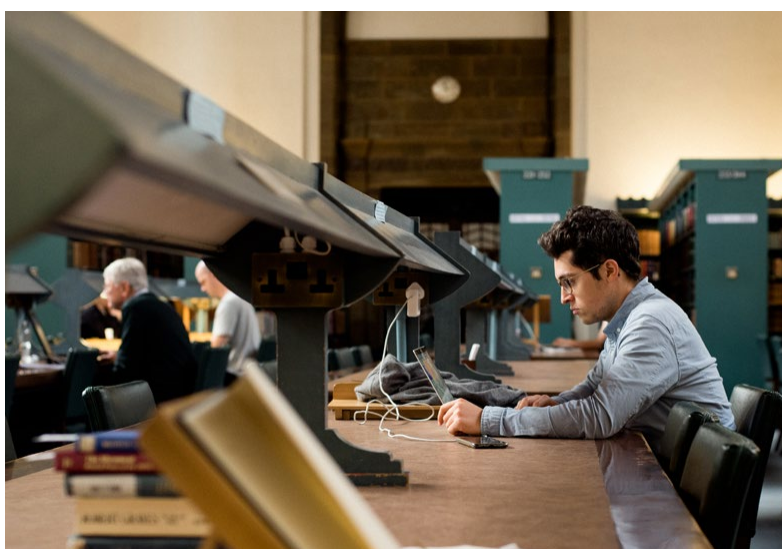
We help people learn English and prove their skills to the world. Our qualifications and tests for learners and teachers of English are recognised worldwide as a mark of excellence. How we use and learn English is one of our strongest areas of research, including a multi-billion word database, and informs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

International Education

We are the world’s largest provider of international education programmes and qualifications for 3 to 19 year-olds. We are also a world-leading provider of materials, resources and services to teachers and learners in print and online. Through the 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. Baseline and formative assessments from the Cambridge Centre for Evaluation and Monitoring (CEM) empower teachers to understand students’ strengths and areas for improvement.





Vice-Chancellor's foreword

Professor Deborah Prentice

At times of upheaval and uncertainty, the world turns to great universities like Cambridge for answers. An effective response to some of the biggest challenges – from famines to wars, from misinformation to political polarisation – relies on education, research and innovation. The University of Cambridge is exceptionally well placed to help tackle those problems, thanks in large part to the work of its Press & Assessment.

As this Annual Report shows, that work includes support for refugees and other displaced students and scholars, digital innovations that put people first, and major progress in incorporating climate change into learning materials worldwide. The Press & Assessment's global impact – reaching more than 100 million learners in 170 countries through books, journals, exams, teaching materials and digital innovations – is extraordinary, and a point of pride for the whole Cambridge community. It enhances the academic University's capacity to pursue its mission, and is essential to growing the Cambridge brand.

By working together, the Press & Assessment and the wider academic University are enriching people's lives through education and research. It has been inspiring to see so much cross-Cambridge collaboration: in open research and publishing, in driving curriculum reform around the world and in harnessing generative AI to better support teachers.

The Press & Assessment's financial success and its contributions to our University allow us to take our shared mission even further. They enable us, for instance, to develop research facilities that are helping us to detect and treat cancer earlier, or to support AI@Cam, our new flagship mission in artificial intelligence.

Our governance remains strong. In the past year, Sally Boyle joined the Press & Assessment Syndicate; Professor Bhaskar Vira, the Press & Assessment Board and Academic Advisory Board; and Professor Linda Fisher, Professor Felix Steffek and Professor Ianthi Tsimpli, the Academic Publishing Committee. In the same period Professor Dame Sarah Worthington stood down as a Syndic; Professor Andy Neely from the Press & Assessment Board; and Professor



The Press & Assessment's contributions to our University allow us to take our shared mission even further

Kenneth Armstrong from the Academic Publishing Committee. My thanks to all Syndics and other external members for their support and service.

I am grateful to Peter Phillips and to all Press & Assessment colleagues around the world for their crucial achievements. This year has been marked by substantial challenges, yet the Press & Assessment has continued to have meaningful impact on a global scale. As this report shows, the Press & Assessment's financial performance and its ability to deliver on our mission remain truly impressive.

Professor Deborah Prentice
Vice-Chancellor of the University of Cambridge



Chief Executive's overview

Peter Phillips

Around the world, there is a desire for higher quality, more relevant and accessible education. Cambridge is already helping to meet those aspirations for more than 100 million learners each year.

To meet that aspiration, UNESCO has identified a need for 44 million more primary and secondary teachers worldwide by 2030. Our teams are working with governments and schools around the world to contribute toward solutions – including celebrating and supporting the profession.

If we can get this right, there is so much more we can achieve. As the UK's new Secretary of State for Education Bridget Phillipson said, "By joining forces in education, we can build new bridges between our nations."

I see that approach every day in our organisation's work. It is in the ways that our global network of thousands of Cambridge schools are sharing ideas and innovations between teachers to make curricula more relevant. It's there in our work with partner organisations to draw together experts to educate refugees, especially girls and displaced children. And it's there, too, in the cross-disciplinary conversations around artificial intelligence (AI), law and governance through our new open access Cambridge Forum academic journals.

"As new technologies emerge and mature, such as generative AI or digital assessment, Cambridge has been implementing applications to help our customers, harnessing opportunities to respond to the needs of learners, teachers and researchers."

I was struck this year by the work of an inspirational teacher: Sydney Engelbert from Malaysia, who won this year's Cambridge Dedicated Teacher Award. She has pioneered an online exchange programme, opening doors for students across several vocational schools, not only in her home country, but also across the Philippines, Cambodia and Indonesia. It underlines how a single teacher can change so many lives.

In the three years since creating Cambridge University Press & Assessment, students, teachers and researchers have been telling us they feel real benefits from dealing with the vast range of what 'one Cambridge' can provide. They say how much they value the ability to join expertise and services from pedagogy to publishing. As new technologies emerge and mature, such as generative AI or digital assessment, Cambridge has been implementing applications to help our customers, harnessing opportunities to respond to the needs of learners, teachers and researchers.

We have taken that approach with Evolve Digital, a flexible online English course. It combines student-led learning with more directed teaching materials. This people-first approach reduces teachers' administrative burden while allowing students to determine how and when they want to learn.



Sydney Engelbert, winner of our Dedicated Teacher Award

The same approach is evident in the way we are engaging with digital exams. OCR will deliver the UK's first fully digitally assessed high-stakes exams with our GCSE in Computer Science, not for the sake of the technology, but to provide more effective and authentic learning and assessment experiences.

As with every emerging technology, we remain mindful of the limits and risks. Headlines around the world reported the Cambridge Dictionary Word of the Year 2023 – 'hallucinate' – as many people grappled with the ways in which generative AI services sometimes generate plausible sounding, but inaccurate or misleading responses.

This year, the Cambridge Dictionary cemented its position as the world's most popular dictionary for learners of the English language. Across the globe, people visited the Cambridge Dictionary nearly one billion times.

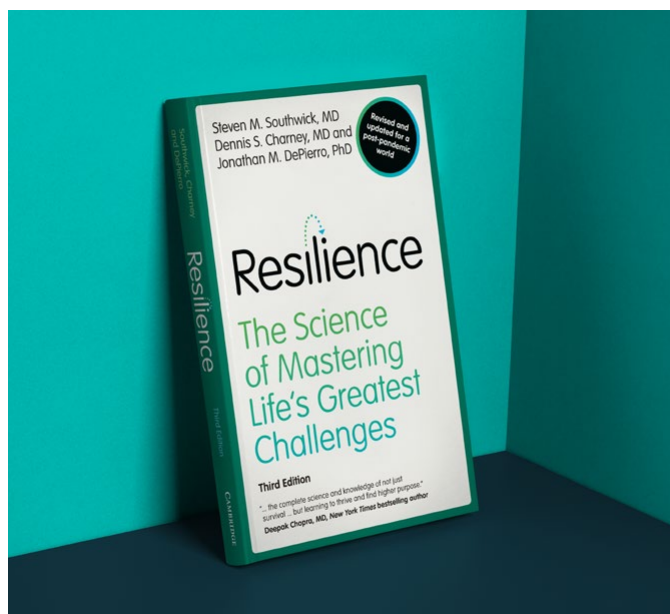
Our continued progress with digital technology is testament to the way our people are responding to what our customers want, and to what technologies can enable, through delivering our educational mission in ever-changing ways.

Our mission remains precisely the same as every other part of the University of Cambridge: to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

The Press & Assessment combines excellence in academic research, pedagogy and the ability to deliver on a global scale. We make high-quality education and scholarly research available across the world.

Our collaborations with our University's Faculty of Education enable scholars and teachers to apply academic insights and learn from real-world experiences.

Our climate education work with the Cambridge Institute for Sustainability Leadership (CISL), Cambridge Zero, the Department of Geography and collaborators around the world is building ever-greater impact through a unique range of capabilities.



A new edition of *Resilience* was issued in September 2023

This year, people from across the globe visited the Cambridge Dictionary nearly one billion times



“Cambridge combines excellence in academic research, pedagogy and the ability to deliver on a global scale. We make high-quality education and scholarly research available across the world.”

It is a privilege for Cambridge to help the world find answers to one of its most pressing challenges: from COP28 to the classrooms of India, from the UAE to the UK. We are helping teachers and young learners to understand the issues and evidence around climate change so they can consider their own actions in response.

Our own environmental responsibilities as an organisation are important too. We are reducing carbon emissions and making our operations and supply chains more sustainable – and we are being transparent about how we are doing this. We are publishing on our progress towards aligning with the UN Global Compact principles and supporting the UN Sustainable Development Goals – important challenges and barometers of progress.

More of our services are digital-first, with the majority of our research journals now online-only. In some areas, that is allowing us to reach more readers, while still lowering carbon emissions. Our own offices in Cambridge reflect our wider commitment to environmental sustainability, including now sending zero waste to landfill.

Many readers – I am one of them – learned a great deal from the new edition of *Resilience: The Science of Mastering Life's Greatest Challenges* by Steven M. Southwick, Dennis S. Charney and Jonathan M. DePierro, which we published earlier this year.

As the authors write, “Life presents us all with challenges... What differentiates us is how we respond.” Their study found that the most successfully resilient people – and I would suggest organisations too – are those that have “maintained



an optimistic but realistic outlook... remained curious, pushing themselves to learn new things; approached problems with flexibility and, at times, acceptance."

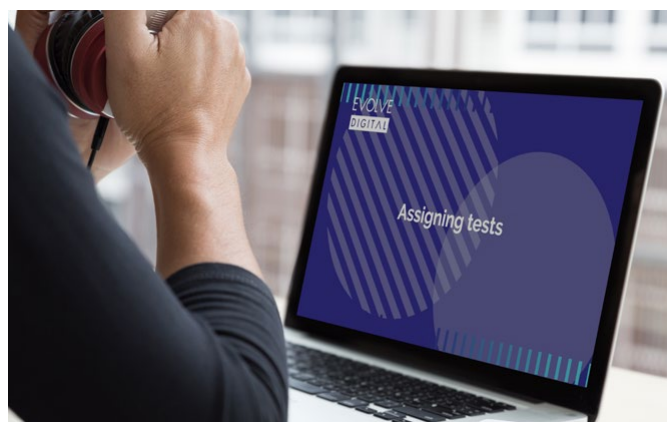
Cambridge had to show such resilience when we experienced a cybersecurity incident this year. It led to technical disruption, especially for our publishing operations, and presented difficulties for many of our people and some of our partners and customers. Their response was exemplary. Colleagues and external experts collaborated to protect and rebuild our systems rapidly while mitigating harm. There was no impact on the millions of people taking our exams over the last few months.

In all such challenges to our resilience, including those in recent memory, such as the pandemic, we must, in the words of *Resilience's* authors, "Do the best we can with what we have." That's exactly what we did, and to good effect.

Continued growth

Revenues reached £1.025 billion, compared with £1 billion last year. Operating profit rose to £203 million: this includes the benefit of a £34 million credit as a result of the Universities Superannuation Scheme (USS) pension scheme returning to surplus. This is an increase on last year's £140 million operating profit.

Our English group had a strong year, consolidating integrated sales teams and applying technological innovations in the marketplace. International Education delivered substantial growth as demand continued to rise worldwide. UK Education revenues grew this year as they focused on customer service



and innovation. Academic revenues remained stable while adapting to the demands of open access and online education and serving ever-more scholars.

To support our long-term growth, we increased our investment in technology and new capabilities, and recruited more people in key areas to ensure we have the skills we need.

Our organisation's strength, size and capability continue to grow in the face of changing market challenges. Most importantly, our ability to support students, teachers and researchers has also grown. That is what inspires us every day.

Peter Phillips

Peter Phillips
Chief Executive

Our year

This year we served more than

100 million

learners around the world

A photograph of three young men in school uniforms sitting at a desk in a classroom, focused on their work.

Over

1,000

colleagues volunteered nearly
6,200 hours in their local communities

A large group of people, mostly young adults, posing for a group photo outdoors. They are holding a purple banner that reads "CAMBRIDGE UNIVERSITY PRESS & ASSESSMENT MANILA, PHILIPPINES".

Number

1

dictionary website
in the world

A stylized graphic of a ship's hull and mast, composed of various colored geometric shapes (blue, purple, orange, white) against a dark blue background.

6,830 colleagues worldwide

88% of sales outside the UK

80 offices around the world

A light gray background featuring a faint, dotted world map.

Over

11 million

grades issued globally by our exam boards



£1.025 billion

revenue in 2023–24

125 million

downloads of scholarly research, including book chapters and research papers

63%

of our new research articles are now published open access

Cambridge University Press and its partners have published almost

200

Nobel Laureates

2 Cambridge authors won Nobel Prizes in 2023: Claudia Goldin in economics, and Ferenc Krausz in physics



Where your world grows

The English group performed strongly this year, with significant growth in line with expectations. Seven million assessments were taken worldwide, and over 15 million learning units were delivered using physical, digital and blended approaches. In the face of challenges, including changes to national test-taking policies in some markets, we have continued to find new ways of helping people learn English and prove their skills to the world. At the heart of this is a commitment to finding more integrated learning and assessment solutions, with technology helping to make it happen. Throughout the year, we have advanced a variety of projects that have had a positive impact on English teachers, learners and institutions all over the world.

Cambridge English Qualifications Digital launches

We launched Cambridge English Qualifications Digital, the new digital way to take English qualifications, giving maximum flexibility to exam centres and English learners worldwide. It was the biggest programme launch this year and we delivered it on time, within budget and with great reviews.

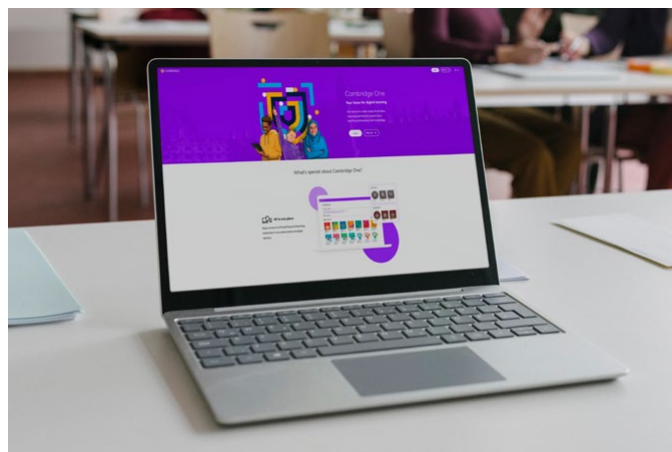
The new platform improves customer experience as students can register closer to their exam date and get their results back quickly, giving learners greater flexibility and opportunity. See our story on page 15 for more.

Global recognition grows

The number of organisations that accept Cambridge English exams and tests has continued to grow. Nearly 28,000 organisations worldwide, including universities, employers and governments, now recognise Cambridge English exams as proof of English language ability.

Faster results for IELTS

IELTS continues to set the standard for English language testing, with nearly four million tests being delivered this year. We are finding new ways to support test takers who rely on IELTS to help them with their ambitions of working, studying or moving to a country where English is spoken. In March 2024, all computer-delivered IELTS tests were migrated to our new digital platform, offering an enhanced user experience and improved security. More than 12,500 organisations now trust IELTS scores.



Cambridge One users grew from three to six million this year

“We are an ‘everything offer’, serving all learners at every stage of their language learning journey.”

Fran Woodward, Global Managing Director, English

This year’s other milestones include faster results for test takers; about 50 percent of all IELTS Computer results are now issued within one day and more than 95 percent of results are issued within three days. We also launched faster results for paper-based IELTS in India, one of the key IELTS markets – more than 95 percent of candidates now receive their paper-based IELTS results in seven days.

The IELTS team is working collaboratively to measure and reduce paper waste. By improving our printing processes we have reduced paper usage by 18.1 tonnes of paper per year, saving in the region of 24.3 tonnes of CO₂e.

Enhanced Linguaskill starts to roll out

After a comprehensive trial, we rolled out an enhanced version of our AI-powered Linguaskill and Linguaskill Business tests in several European countries, including Switzerland, Spain and Italy. With a global roll-out in 2025, the new versions of Linguaskill now provide learners with a Cambridge certificate to prove their level of proficiency.

Record users of Cambridge One

Among teaching institutions, Cambridge One is the most used English language learning platform around the world. Following a successful platform transformation programme this year, registered users grew from three to six million. We have also launched Litmus Practice Tests Player, integrated into Cambridge One, which gives students practice for our English qualifications in the format that they will eventually take them, so that they are getting a real-life test experience.

Bilingual programme win in Madrid

The Madrid regional government in Spain has awarded Cambridge a four-year contract to deliver English into the region’s school system. More than 60,000 candidates from Madrid bilingual schools have taken Cambridge’s English qualifications assessments. Cambridge will also evaluate the city’s major Spanish-English bilingual programme that has run since 2004 and currently has around 700,000 students aged 6 to 18.

PISA Foreign Language Assessment development

We continued to work closely with the Organisation for Economic Co-operation and Development (OECD) on the Programme for International Student Assessment (PISA) Foreign Language Assessment (FLA). This large-scale survey will run in 2025 and provide unique data on how English is taught and learnt in schools worldwide. In a podcast this year, the OECD’s

English brand campaign
‘That feeling when...’ had 32
million video views



That feeling when ...

Andreas Schleicher described the collaboration as the “perfect partnership” between Cambridge and the OECD.

‘That feeling when...’

Our brand promise is ‘Where your world grows’ and we continued to see great examples throughout the year of how Cambridge has opened horizons for English teaching communities around the world. Our “That feeling when...” campaign asked English teachers to share those special moments of teaching that really make it worthwhile. Their inspiring stories notched up 32 million views online.

Experimenting with AI for products and services

The English group continues to experiment with the use of AI in learning and assessment products. This includes looking into how AI can be used for coursebook and test content development, automarking, data tagging and management, as well as lesson planning and language practice. Successful technologies will be embedded into future products and services. We are also looking to use technology to provide more personalised services tailored to the individual.

Our researchers are leading the conversation on the role of generative AI in English learning and assessment. We are continually talking to teachers to find out how best to help them – a webinar we ran on using generative AI with Cambridge materials was our most popular session this year. We have since developed a number of other webinars and resources for teachers on generative AI. We launched our key principles for integrating AI into the English language classroom and highlighted the importance of keeping humans involved in teaching and assessment.

Supporting a growing teaching community online

We have continued to focus on the needs of English teachers to ensure they are equipped with what they need to excel. The World of Better Learning, our free online community for English

“Artificial Intelligence is an enabler rather than a replacement for good teaching practice. While machines can help, students still need a teacher who understands their cognitive, social and emotional life and can guide them with human expertise and wisdom.”

Dr Evelina Galaczi, Director of Research, English

teachers offering advice and insights written by over 300 English language teaching experts, was visited by over 5.1 million people in more than 100 countries in the last year – a growth of 55 percent.

Our promise to the planet

The sustainability campaign, ‘Our promise to the planet’, brought to life the story of changes we are making to improve our products and services and become carbon-zero on energy-based emissions by 2048. We use only certified, sustainably-sourced paper in 99 percent of our English learning materials. For all our qualifications, we always look for ways to reduce our use of plastic packaging, and we have reduced usage by over 17 tonnes, through introducing recycled or alternative materials.

We have also highlighted practical resources, underpinned by our Sustainability Framework for ELT, to help teachers integrate sustainability into their classrooms.

Engaging learners in climate education

Since becoming its first Global Director for Climate Education in 2022, Christine Özden has been rapidly developing Cambridge's educational response to the challenges of a warming planet.

While 2023 was confirmed as the hottest year on record, Christine set out Cambridge's role in helping young people understand the climate crisis and its interconnected nature, how they can help tackle it, and equip themselves with the skills needed to change economies.

"Cambridge's greatest impact on climate education will be through its products and services," says Christine. She points to the development of a new climate literacy programme proposed by its Indian product team and developed in India and the UK in partnership with Cambridge Zero, the University's climate initiative.

Cambridge Climate Quest

The creation of the free online course Cambridge Climate Quest was driven by an urgency to help current students with climate education now in a flexible way, rather than waiting for a new curriculum to be fully developed.

Climate Quest helps young learners between 15 and 19 to develop their climate awareness and literacy. It seeks to instil a sense of responsibility that extends beyond the classroom, fostering climate action at the grassroots level and empowering individuals and communities.

Cambridge launched the self-directed learning course in India in February 2024 and it is available to all learners enrolled across all Indian educational boards.

It includes learning content developed with Cambridge Zero, e-learning modules, self-evaluation assessments, ideas for guided project work and a certificate upon completion from Cambridge University Press & Assessment and Cambridge Zero.

Rising interest in climate education

"The level of interest in climate education continues to rise all the time," says Christine. "There is a growing need for climate education to be explicitly assessed and recognised within the progression of students' learning and development, and no one is in a better position than us to support teachers in terms of what that assessment could look like."



Christine Özden, Global Director for Climate Education

The programme initially aims to reach 50,000 learners across 500 schools, and Cambridge is committed to making it accessible to schools and students across India. We are working with Cambridge Zero to adapt the content for an upcoming launch of Cambridge Climate Quest in Pakistan.

Collaborating with our University

The University played a key collaborative role in the development of Climate Quest through the Cambridge Zero network. It helped to find a distinguished academic co-author who provided rigorous climate science and relevant contextual content. Colleagues across the University have supported Climate Quest by providing up-to-date case studies and helping to ensure the quality of the content.

"It gives students a real context for the global dialogue, the conferences, the focal points, and where climate gets discussed and debated. It helps to familiarise them with the changes happening and to understand what they can do to take action," said Christine.

"A sustainable future begins with informed and empowered youth. Cambridge Climate Quest is part of our commitment to providing students across India with the knowledge and tools they need to become active contributors to a greener world."

Arun Rajamani, Managing Director for South Asia,
Cambridge University Press & Assessment

Exams that reflect students' lives

The English group has been leading the way in developing its digital and blended learning approaches to meet the needs of every type of learner. At the heart of this transformation has been customer insight about the importance of giving people options.

To many students, it has become second nature for them to learn, complete tasks and write assignments on a screen. It was natural for Cambridge to want to provide an enhanced exam experience that reflects these students' everyday lives.

More flexibility, faster results

"It's about giving our learners the modern exam experience they expect," says Fran Woodward, Global Managing Director, English. "They've been asking us for more flexibility and faster results, so we've developed an enhanced way to take Cambridge English Qualifications digitally."

The English group has listened and the transition to a new assessment platform with more advanced capabilities has been delivered through a multi-year agile project involving hundreds of colleagues from across Cambridge.

Cambridge English Qualifications Digital successfully launched in March 2024. Available from A2 Key to C2 Proficiency, it provides the same quality that our customers worldwide expect, with an enhanced exam experience and a faster, flexible way to get a Cambridge English Qualification. They test the same knowledge and skills found in the paper-based test, but in a digital format with features to help students take control and perform at their best, including timers, automated word counts

and easy editing tools. Results are issued in 5–10 working days. This summer, following the launch, 98 percent of results were released in five days.

Listening to teachers and learners

"Cambridge English Qualifications Digital absolutely supports teachers and learners better," says Fran. "It provides them with the same qualification but with a better experience. It's faster, it's more flexible, it's on demand, it's when they want it, and it's all recognised to the same degree."

Exam centres offering Cambridge English Qualifications Digital can offer exams any day they want, up to 365 days a year.

The automated test construction approach means each candidate is taking a different test, helping to increase security. We can produce individual versions thanks to Cambridge's comprehensive test item bank built over the past three decades.

Cambridge has produced a new range of digital practice materials to complement the digital versions of its qualifications: Authentic Digital Practice Tests, and Test & Train, a tool available across all digital devices that provides hundreds of practice questions.

"We've got thousands of learners taking advantage of our flexible digital approach, and the uptake is increasing. We've seen more computer-delivered exams for this period than we did the same time last year, as people welcome the additional flexibility around it," says Fran.

**New assessment platform
Cambridge English Qualifications
Digital launched in March 2024**



Shaping the learners who shape the world

Meeting the growing global demand for high-quality international education, Cambridge's International Education group saw significant growth, delivering for more schools and students than ever and maintaining its focus on building the world's most trusted teaching, learning and assessment community.

International Education has achieved this during challenging times: economic uncertainty, high inflation and geopolitical pressures affecting international movement. The group has invested significantly in people, systems and processes to retain its sector-leading position in supporting customers with teaching and learning, and delivering assessments across six different time zones in 160 countries.

Record growth in exams and schools

This year was the largest summer exam series that our newly named awarding body, Cambridge International Education, has ever run. In total, 1.6 million results were issued to over 571,000 students from 145 countries, a 9 percent year-on-year increase in entries and an 11 percent increase in student numbers.

Worldwide, there is a growing demand for international education. Schools are increasingly looking to Cambridge to provide it and help their students' progress in their education or move into the workplace. The number of Cambridge International Schools grew by over 450, helping to make us the world's leading and most comprehensive international education provider. The launch of the Early Years programme means the Cambridge Pathway for students now runs from ages three to 19, with almost 400 Early Years schools signing up last year.

Creating the world's most trusted teaching, learning and assessment community

With more than 10,000 schools worldwide teaching the Cambridge curriculum, International Education continues towards its ambition to create the world's most trusted teaching, learning and assessment community.



“International education is a force for good. It develops young people with a global mindset, helps them prepare for big opportunities, big challenges and big changes. It helps young people to be ready for the world.”

Rod Smith, Group Managing Director, International Education

The focus on community within the International Education group goes far beyond being a supplier to its schools. It aims to be a full part of that community, working and learning together and, most critically, enabling schools to learn from each other.

Qualifications recognised all over the world

Our Destination Survey of A level students in summer 2023 found that 92 percent went on to university; 66 percent to a university ranked in the top 500 globally. Cambridge A level qualifications across 55 subjects are now recognised at almost 2,200 higher education institutions worldwide. Our international education curricula, exams and teaching not only help students 'get in' to university, but also helps them achieve and 'get on' once they have arrived.

South Asia Schools Conclave nurtures collaboration and shares best practices

The inaugural Cambridge Schools South Asia Conclave took place in Goa, India in February 2024, bringing together 430 leaders in the South Asia education community to discuss how they can shape the future of education together. During the meeting, Cambridge announced its goal to provide high-quality education to 1,000 Cambridge schools over the next three years, helping students in smaller cities and states access high-quality education and training more teachers to deliver it.

Supporting aspiring international schools in Southeast Asia

Cambridge is supporting aspiring international schools in Southeast Asia that want to implement the Cambridge curriculum and become part of the Cambridge community.

We are looking at the levels of support Cambridge can provide to enable schools to become Cambridge schools, including the support they need in English. We are also working with our community around the world on different models and ways of delivering the Cambridge curriculum that are cost-effective and exploit the opportunities of technology, so that the curriculum reaches more people and enables our community to become even more inclusive.

Teacher training has been an important part of Cambridge's work with the Ministry of Education in Oman, to bring the new curriculum to life



Shaping futures all over the world

Young learners in Oman are benefitting from a new maths and science curriculum implemented across Omani state schools, delivered by the Oman Ministry of Education, with close support from education transformation experts at the Partnership for Education. A quality maths and science education can open many doors – to jobs in science, engineering and technology – as well as helping to develop critical thinking skills in young learners. The new curriculum is helping to forge curiosity and a lasting passion for learning among Omani students.

Cambridge also partnered with the Alsama initiative for refugees in camps in the Middle East, to research the potential for a new school leaver qualification and provide strategic insights and expert recommendations.

Cambridge is going into areas that it has not previously been, but it is with the same staff, following the same mission and working in partnership with local experts.

What and how children learn has geopolitical consequences, as well as fundamental social and economic ones.

Jane Mann, Partnership for Education, Cambridge University Press & Assessment, writing for the World Economic Forum

Integration: a strength for International

Integration continues to deliver benefits for the International group, using our combined competencies within Cambridge to keep us preeminent in the sector and as relevant for the future as we have been in the past.

“Students who have taken Cambridge International A Levels do very well at our campus. They are very well-prepared for our curriculum, have a lot of confidence, a deep subject knowledge and the ability to think critically.”

Stuart Schmill, Dean of Admissions,
Massachusetts Institute of Technology

Sales teams are integrated in most areas, offering a comprehensive Cambridge package to customers, sustaining growth and turning that into a market advantage against competitors. International is well positioned for the future, thanks to organisational integration that will support the delivery of the exam process and transformation programme, a major multi-year programme for Cambridge.

Phenomenal people powering performance

International Education's outstanding year is built on the strength of its business, powered by an incredible group of over 1,500 people working worldwide to support our customers with the highest service levels.

These achievements are thanks to the phenomenal performance of Cambridge's people, who constantly look for new ways of doing things, improving, working together and delivering for many more students every year.

Listening to students and teachers

The UK Education group grew this year and has been focusing on delivering outstanding customer service, innovating for students and teachers, and leading reform in the sector.

The most responsive exam board

Last year, we improved things for teachers and students by working across the sector to introduce 'Vocational Results Day', when all vocational students received their results on the same day as A Levels. Across all surveys, Cambridge's UK education exam board, OCR, is reported as being the most responsive to customers for support and service. The group is close to what customers are saying and they quickly respond to feedback, with a focus on what teachers and students really need.

First year for new Cambridge Nationals results 2024

Results Day will be the first time students taking the vocational new Cambridge Nationals will get their results. Students taking vocational qualifications are very positive about them, as they want to do something that has a direct impact on their future lives and their future employment.

Leading sectoral developments with evidence and research

Cambridge continually thinks about what is right for teachers and students and has Europe's largest assessment research team to draw on. It assesses new and old ideas through rigorous research that is then used as evidence for its proposals.

“It may seem odd for an awarding body to say we think there might be too much assessment at 16. But again, it's another example of where we're focusing on teachers and students rather than anyone else's interests.”

Jill Duffy, Chief Executive, OCR

Asking students how they feel about exams

Putting teachers and students first has led the UK group to highlight the need to reduce the volume of assessment at GCSE. Writing in the *Financial Times* in May 2024, UK Education's Managing Director, Jill Duffy, noted that UK pupils face more hours of high-stakes exams at 16 than their peers in every other major country.

Following consultation with thousands of students, hundreds of teachers and experts, Cambridge has prepared bold and pragmatic solutions to propose to the UK government and commissioned a review by former Education Secretary



The first cohort of Cambridge Nationals students received their results this year

Charles Clarke. Writing in *The Times* in February 2024, Jill Duffy outlined the need in the UK to improve English and maths provision, reduce the volume of assessment, evolve the curriculum for a rapidly changing world and enable universal access to the benefits of digital learning.

Harnessing AI in a human-centred way

UK Education has worked across the organisation to examine future uses of AI, thinking about its impact on teaching and learning and then the impact on student assessment. In its submission to the UK Department for Education's consultation on generative AI, OCR called on educators and the government to harness generative AI, data science and online learning in a more human-centred way.

Progress on digital assessments

The 2023 digital mock exams service was welcomed by students and teachers alike and has been expanded in 2024. OCR and International Education allowed thousands of students to take digital mock exams in the UK. The digital tests were marked by Cambridge and OCR examiners, with results returned within a fortnight. Pilots show that digital exams are quicker, more suited to how students learn, more sustainable and are great learning tools.

Fully digital GCSE in Computer Science

Cambridge's first fully digital GCSE in Computer Science is currently undergoing testing with teachers and students and is due to launch soon, subject to regulatory approval by Ofqual. The GCSE will include programming assessments, making it the obvious choice to go fully digital. Cambridge is investing in new training, support and guidance for teachers to facilitate digital exams and classroom preparation.

It's essential that we build cross-party support for reform and put forward bold, pragmatic options... In schools and colleges there is a desire to find a better way.

Jill Duffy, writing in *The Times*

Digitised scripts give Cambridge an edge

Every year, Cambridge scans and stores all pupil scripts for A level, GCSE and IGCSE, making Cambridge's digital script repository one of the world's biggest stores of student response data. No other UK awarding body does this, and millions of student responses are stored for research purposes to improve services for students and teachers.

'Access to scripts' new service for learners

A digital 'access to scripts' service was launched in 2023 and has received positive feedback for its customer-friendly approach. Previously, if a student wanted to inquire about results or query the marking, they would have to request to see the physical scripts and would be charged to have them sent by post. Now, if there is a query, they can access it immediately for free from results day.

Sustainability in awards

The UK Education group continues to develop sustainability themes through its awards. Alongside experts within the

40 years of discovering student potential

For 40 years, the Cambridge Centre for Evaluation & Monitoring (CEM) has led the way in evidence-based, research-informed assessments that measure student ability and potential at all ages. Used in 109 countries, it assesses 327,000 students a year, generating 43 million data points.

In October 2023, Cambridge CEM launched its new primary assessment, Cambridge Primary Insight, an evolution of the InCAS test used by primary schools worldwide since 2003.

Cambridge Primary Insight is the next generation of baseline assessments, evaluating the skills and abilities of 5–11-year-olds in five key areas essential to future academic performance across all subjects. It gives schools a clear, objective picture of individual strengths, areas for improvement and information on a cohort, subject or whole school level. The new product also provides an individual parent report for the first time.

"Reflecting on the data is so interesting. When you've analysed the data at the beginning of the year to set goals, and then look again at the end of the year and you see measurable outcomes, that's when you get lots of happy conversations about progress. That's when you see the insight is really exciting."

Michelle Ip Banks, Director of Primary Academics, YK Pao School, Shanghai



University, it is redeveloping award specifications to bring them up to date on sustainability and climate education. It is planning to launch a new vocational qualification in sustainability and work continues to develop a GCSE in Natural History.

Inclusion in awards

UK Education has continued to look closely at how its courses and assessments consider equality, diversity and inclusion perspectives. More diverse and representative texts were assessed for the first time in English Literature in the 2024 exam series. In Media Studies, a new example introduced this year is the consideration of the Netflix television drama *Atypical* and how it portrays issues of neurodiversity and diversity.

Outstanding books

Cambridge University Press publishes over 1,500 impactful and highly regarded books a year. The quality of this publishing is reflected by the number of awards that Cambridge titles are nominated for and receive.

Byron: A Life in Ten Letters

Coinciding with the 200th anniversary of Byron's death, Andrew Stauffer's biography of the Romantic poet revolves around Byron's letters to friends, relatives and lovers.

Resilience (3rd edition): The Science of Mastering Life's Greatest Challenges

Three world experts in trauma and resilience provide a guide to coping with stress and adversity. What helps people adapt to life's most challenging situations? How can you build up your own resilience?

What was Shakespeare really like?

Cambridge University Press continues its 160-year history in publishing Shakespeare with this book, which is the product of eight decades of engaging with Shakespeare by one of the world's experts, Sir Stanley Wells. It explores how Shakespeare thought and work, his relationships and what made him laugh.

“Because Shakespeare was so much ‘of an age’, so deeply immersed in the life of his time, so vulnerable to temptation and open to experience, he is also, as Ben Jonson put it, ‘for all time.’”

Sir Stanley Wells

Solitude: The Science and Power of Being Alone

Three authors explore the benefits of time spent alone and translate key research findings about solitude into actionable facts and advice.

“The pursuit of solitude has long been an inherent aspect of our shared humanity.”

Netta Weinstein, Heather Hansen and Thuy-vy T. Nguyen, authors of *Solitude: The Science and Power of Being Alone*

Griffiths Introduction to Electrodynamics (5th edition)

The new edition of the leading undergraduate textbook on electromagnetism for students in physics and electrical engineering by David Griffiths.

The Cambridge Constitutional History of the United Kingdom

Launched in March, *The Cambridge Constitutional History of the United Kingdom* is the culmination of over seven years' work, consisting of two volumes, 42 chapters, 40 authors and over 1,000 pages. It is the first publication to bring together the disciplines of history, law and politics and show their impact on the Constitution and vice-versa.



Stahl Online delivers for the mental health profession

The highly successful Stahl Online provides full access to the entire current portfolio of books by Dr Stephen M Stahl, published by Cambridge since 1996.

It covers everything a mental health professional or teacher will ever need to know about neuropsychopharmacology.

Dr Stahl has written over 50 books and edited 15 others, including the best-selling, award-winning textbook *Stahl's Essential Psychopharmacology* (5th edition) and the clinical manual, *Stahl's Prescriber's Guide* (8th edition).

Comprehensive and regularly updated, Stahl Online also includes a major new edition of *Prescriber's Guide – Children & Adolescents* with co-author Jeff Strawn; a brand-new book with Joe Goldberg, *Clinical Reasoning and Decision-Making in Psychiatry*, to help psychiatric practitioners reason through therapeutic and management options; the illustrated *Pharmacological Treatments for Psychosis*; and the fifth volume in *Stahl's Case Studies* series, which demonstrates the core principles that allow clinicians to individualise treatment and aim for the best outcomes.

A psychiatrist and psychopharmacologist, Dr Stahl is Clinical Professor of Health Sciences at the University of California Riverside, USA. He is a former Visiting Fellow of Clare Hall and Honorary Fellow in the Department of Psychiatry, Cambridge.

Dr Stahl received an Honorary Doctorate of Medical Science from the University in June 2024 in recognition of his achievements in neuropsychopharmacology. An honorary doctorate is the highest accolade the University can bestow.

“I like the fact that Cambridge is large enough to be an international player, yet small enough to give lots of individual attention to its authors. The Press has always had blockbuster editors overseeing the whole process. It’s not just the Press that is so important, it is the individuals.”

Dr Stephen M Stahl, Cambridge author



Stahl Online provides full access to the entire current portfolio of books by leading psychiatrist and psychopharmacologist Dr Stephen M Stahl



Inspiring discovery. Building knowledge. Unlocking potential.

Cambridge University Press celebrated its 490th anniversary this year and it continues to combine a commitment to quality, recognised by a range of awards, and a bold, innovative approach to open access, publishing and sustainability.

Some of this year's outstanding and award-winning works are highlighted on pages 20–21, and our full list of awards is on pages 35–41.

Innovating for our customers and communities

We announced seven journals joining Cambridge and seven new open access journals. Two new series expand our humanities and social sciences portfolio: the cross-disciplinary series Cambridge Forum, and Public Humanities, publishing research at the intersections of humanities scholarship and public life.

The Cambridge Elements programme, combining the best features of books and journals, continues to grow, with Cambridge's 1000th Element published in 2023; over 100 are now open access. The scholarly research we publish, including book chapters and research papers, has now reached 125 million downloads.

Academic has started to use its new content management system, Campus, beginning with journals. It will then roll out across Cambridge more widely. Whether in traditional areas or around AI and automation, we have focused this year on innovation in systems to help improve our publication processes and author experience.

Building an open future

While the academic journals market is in a period of fundamental change, Cambridge is setting itself apart by

Short course offerings grow rapidly

The shift to digital learning has seen us respond to the market by developing our e-textbook programme and platform, and our short course programme, all of which contribute to the work of the University.

Cambridge Online Education continues to grow, with sales of online short courses delivered by Cambridge Advance Online topping £2 million for the first time, with an average of 98 percent of learners rating courses as good or excellent. A new collaboration with the Cambridge Institute for Sustainability Leadership saw two new courses launched this year. The Sustainable Business Foundations and Sustainable Finance Foundations: Banking, Investment and Insurance courses have been designed to help business leaders respond to the social and environmental challenges we face globally. Two new courses will be launching soon.

“The focus on quality, innovation and engagement with our community is central for Cambridge.”

Mandy Hill, Managing Director, Academic

delivering sustainable, equitable, high-quality open access publishing options, providing good value and excellent service to our authors, customers and communities.

Cambridge continues its ambition to become a fully open access journal publisher: 63 percent of new journal research content is now open access, and over 2,500 institutions are covered by open access publishing agreements, of which 600 are in North America. Forty more journals have ‘flipped’ to an open access model this year.

Cambridge's transformative agreements are enabling a transition for journals from a ‘pay to read’ to a ‘pay to publish’ world. It is also considering ways to ensure the sustainability of academic publishing beyond research articles.

From open access to open equity

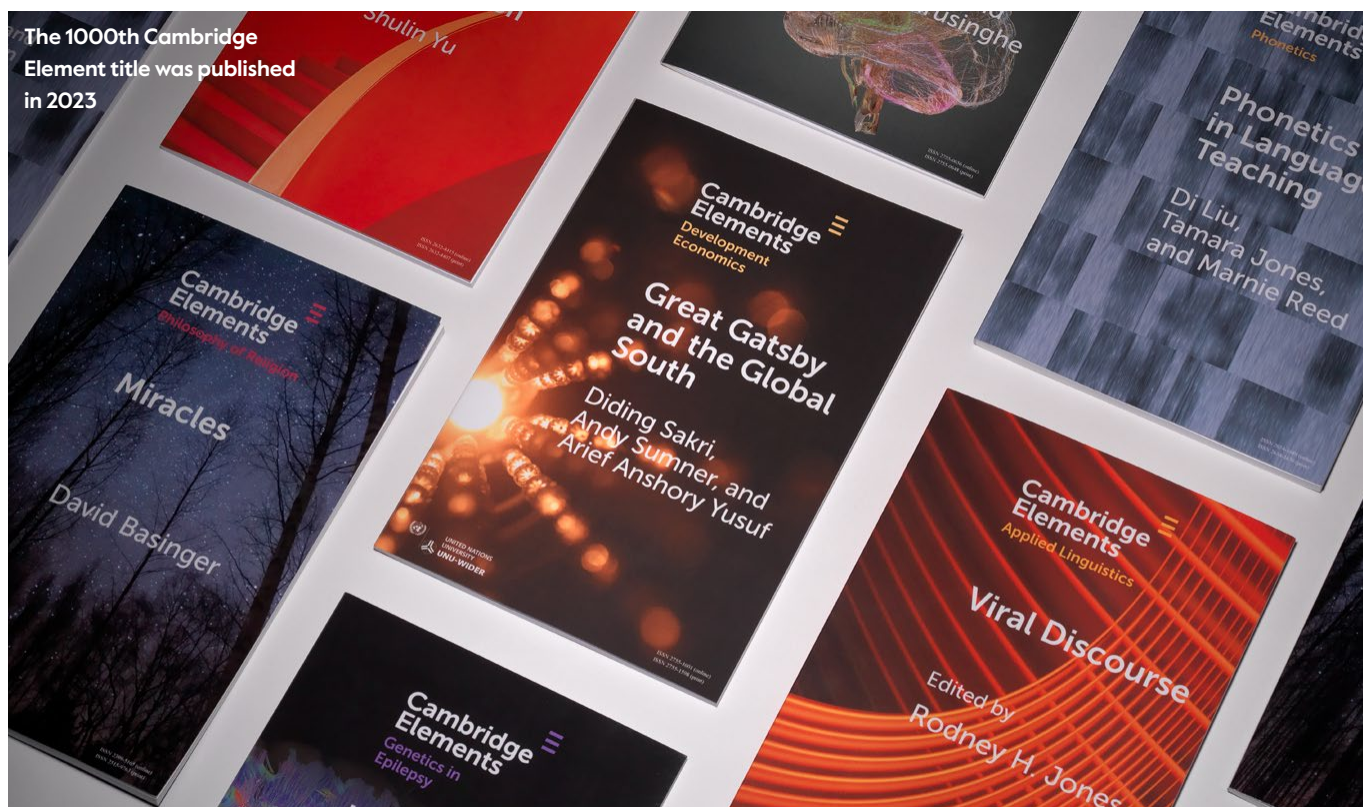
Cambridge is continuing to spotlight equity issues and engage closely with its communities, through the newly launched Cambridge Open Equity Initiative. This Initiative is helping to remove barriers to open access publishing for authors in low- and middle-income countries, who wish to publish their research open access in our journals, but who do not have access to funding. This approach is delivered through collective funding, bringing together financial support from Cambridge and our institutional partners. Its first year saw 269 research articles submitted and 164 published open access from 44 countries. The Initiative won the Impact Award at this year's UK IPG Independent Publishing Awards.

The ‘Flip it Open’ programme is funding the open access publication of 100 book titles. Once these titles meet a set amount of revenue, we have committed to make them freely available as open access books on Cambridge Core and as an affordable paperback.

Cambridge asks authors to opt in to license their work to train Large Language Models

Differentiating itself from other academic publishers, Cambridge this year approached nearly 8,000 authors of the books it publishes to seek their approval to allow AI Large Language Models to be trained on their works.

Cambridge's respectful approach to the views of its authors and academic community demonstrates how seriously it takes its status as a university press.



Protecting authors' interests

Cambridge's early involvement in developing the Publishers Association anti-piracy portal and our subsequent collaboration with external suppliers led to the removal of over 1.4 million infringing pieces of content from the internet in 2023 alone, a 40 percent increase on 2022.

The Academic group takes pride in caring for a centuries-old brand, while protecting its authors' content and looking out for their interests.

We will put authors' interests and desires first, before allowing their work to be licensed for GenAI. We believe that AI technologies have opportunities and risks for scholarly content.

Mandy Hill in *The Bookseller*

Bible range expands

As the world's oldest Bible publisher, we continue to expand the range of reference Bibles we publish. Two new editions of the *New American Standard Bible* translation were published, and a new translation, the *Christian Standard Bible*, was published in several high-end binding styles.

Supporting inclusivity in publishing

Cambridge believes that using inclusive language is important and that it is ultimately the author's choice to judge what is best from an academic perspective. This year, guidelines were produced to support authors in using inclusive language in their work.

Academic leads on sustainability

Academic's drive towards sustainability targets has reached new levels this year. It has achieved 80 percent print-on-demand for its list of newly published book titles, bringing the content physically closer to the customer. It has improved accessibility

"We need to understand that you can't deal with climate on its own. We need to see the big picture. We need to stand back and see the big dynamics of what's going on. We need to think globally."

Mike Berners-Lee, Cambridge author of *There is No Planet B*

and reduced printing to the point that 50 percent of its journals are now online only and it has committed to reducing Scope 3 emissions – indirect emissions from a supply chain – by approximately one third by 2027.

We were shortlisted for the Independent Publishers Guild Sustainability Award in 2024 for our journals print reduction programme.

Academic has been driving towards print-on-demand and largely online journals for sustainability reasons and the results of this are starting to be seen.

Climate publishing

Our approach to sustainability is also reflected in our commissioning titles supporting Cambridge's ambitions in climate education. *Five Times Faster* by Simon Sharpe argues for speeding up efforts to avoid dangerous climate change, while *Legacy* by Dieter Helm sets out what needs to be done to build the sustainable economy. Both were selected as the *Financial Times*' best books of 2023 for the environment and economics, respectively.

Connecting EdTech policy makers across borders

The first two cohorts of the HP Cambridge Partnership for Education EdTech Fellowship from Sub-Saharan Africa and Gulf States completed their programmes last year, graduating into our global alumni network and community. Bringing countries together to develop their EdTech solution design skills, they began their seven-month programme with a residential course in Cambridge, before conducting online study and one-to-one executive coaching. After less than a year in operation, the scheme has already been shortlisted for the Bett Transformational Impact award.

Reflections on the first year of the EdTech Fellowship

Jane Mann, Managing Director of Partnership for Education at Cambridge University Press & Assessment, reflects on the first year of EdTech Fellows:

The fellowship brings together policymakers from across a region, and they learn together, which is very powerful – much more powerful than if we had taken a cohort from just one country or made a cohort completely global.

Every single one of the attendees is absolutely committed to completing this fellowship as it is ultimately about **improving education outcomes for children in their region**.

One of the things that always stands out is **commonalities, not differences. Learning from past failures is a challenging but important part of the course**, and critical for all of us to learn and grow. There are often similarities as to why failures have happened across different contexts, and that can provide a great learning opportunity.

The fellowship **creates the space where policymakers can analyse evidence** and take the time to think about what certain situations mean in their regional context; **policymaking is easier when you have easy access to all the evidence**.



Jane Mann, Managing Director, Partnership for Education

If policymakers are supported in making decisions with all the evidence to hand, then we know that their **policies are much more likely to be implemented successfully and sustainably**.

We learn a lot from the fellowship – I've learnt that practical and clear use of technology can do great things in every country, not just high-income countries.

The EdTech Fellowship is all about executive education and we are working with a corporate partner too – **there's an HP fellow in every cohort and there's a Cambridge one, too, learning alongside**.

We have recently kicked off the **latest cohort from South Asia and Southeast Asia**; the next cohort will likely be from Europe.

Highlights from the course were **available to anyone for free for a number of months** after the programme had finished.

The 2024 Gulf cohort of the EdTech Fellows



Carbon emissions report

The journey towards carbon zero

We take our responsibilities to people and planet seriously and recognise our moral obligation to act to tackle the climate crisis. We seek to take a leading role in promoting environmental, ethical and legal best practice within our industry.

We are focused on:

- Educating on and advocating for a better future
- Adding social and environmental value to the world through our actions
- Minimising impact on the environment and the communities where we operate
- Setting science-based targets

We monitor our emissions via the world's most widely-used greenhouse gas accounting standards, the Greenhouse Gas Reporting Protocol – Corporate Standard.

This has three areas, or 'Scopes':

- Scope 1: Direct emissions from combustion of fuels in owned buildings and vehicles
- Scope 2: Indirect emissions via the purchase of electricity and heating
- Scope 3: Other indirect emissions across the entire value chain, such as purchased products, travel, transport and waste

We continue our commitment to reaching absolute carbon zero on all energy-related emissions by 2048, in line with our University's campus-wide goal. We also set an interim target of a 72 percent reduction in energy-related emissions by 2030.

We are developing science-based targets for our Scope 3 emissions, which includes our physical products, following extensive data gathering to better understand and quantify our emissions in this area.

Reducing our impact

Fourteen carbon reduction projects and actions were completed in 2023–24 across the UK estate of Cambridge University Press & Assessment. It is estimated that these saved around 228 tonnes of carbon, contributing towards a nine percent reduction of our previous year's Scope 1 and 2 emissions.

This included:

- Replacements of gas-fired equipment with electric alternatives led to estimated carbon savings of 20 tonnes
- Improvements to the control of heating and cooling led to an estimated 86 tonnes of carbon emissions savings
- Replacements and upgrades of lighting led to an estimated two tonnes of carbon savings. This mainly focused on replacement of lighting within the University Printing House in Cambridge with high-efficiency LEDs.
- Improvements and replacements of air conditioning systems in our data centre, along with partitioning of under-used space, led to an estimated 16 tonnes of carbon emissions savings
- A number of projects to move, consolidate or close under-used office space resulted in estimated carbon savings of 106 tonnes. The main project in this area was the move of our office in Coventry to a 'zero carbon ready' property.
- Several other significant projects are underway and these include three projects to replace LPG boilers and upgrade air handling equipment in the Cass Centre and DC10 distribution centre

A re-tender of electricity providers meant that we continued the use of green tariffs. Over 99 percent of our UK electricity use, or 73 percent of our total UK energy use, is sourced from certified renewable sources. This is roughly equivalent to around 2,204 tonnes of carbon saved. We also generated electricity from solar photovoltaics on our estate, which is estimated to have avoided emissions of 147 tonnes of carbon.

Progress against our target

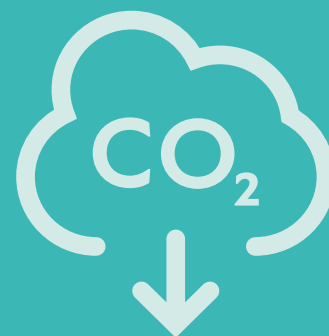
Our Scope 1 and 2 emissions target is for a 72 percent reduction in emissions by 2030. This year we made reductions of nine percent on the previous year, achieved mainly due to over fourteen carbon reduction projects and actions being completed across our UK estate, which saved an estimated 228 tonnes of carbon. Our overall reduction since our baseline year of 2018–19 was 35 percent. This means that we are on track to meet our science-based target to reduce energy-related emissions by 72 percent by 2030.

View the full Carbon Emissions Report for 2023–24 at cambridge.org/carbonemissionsreport.

9%↓
reduction in energy-
related emissions
this year

Since 2018–19 we have reduced our
energy-related emissions

35%



Our planet

Investing where it makes a sustainable difference

Cambridge's sustainability framework is a seamless part of its overall organisational strategy, which aims to reduce carbon emissions, cut the use of resources, reduce waste, source sustainably and create a more sustainable supply chain.

Over the last five years we have focused on reducing our energy-related carbon emissions (known as Scope 1 and 2). This year, we made reductions of nine percent on the previous year, achieved through a range of over 14 projects and actions being completed across our UK estate, saving an estimated 228 tonnes of carbon. These projects included switching heating systems from gas to electric alternatives, improving energy efficiency by replacing lighting and air conditioning systems, and selecting energy-efficient premises during planned office moves. We continue to source over 99 percent of our UK electricity use from certified renewable sources.

We continue our work to reduce the impact of our supply chain on the environment. We have taken significant steps in switching print journal content to digital-only, and our Academic group has set a target of the majority of its content being print-on-demand by 2025 through the expansion of print-on-demand locations. Leading in our sector, we are quantifying the impact of our digital activities, including using tools to map carbon emissions from online content hosting platforms. We aim to switch 70 percent of print journals to digital by 2030.

We are moving more ranges of products away from single-use plastic packaging and aim to make 95 percent of our journal wrapping from paper, not plastic, by the end of 2024.

Action on emissions and setting targets

Our longer-term target is absolute carbon zero on all energy-related emissions by 2048, which aligns with our University's campus-wide goal. An absolute zero target means we aim to emit no carbon into the atmosphere because of our energy needs.

“We are focused on investing in things that make a difference, whether it’s solar panels, energy-efficient boilers or requiring third parties who print on our behalf to use more sustainable paper. We’re making these decisions to advance sustainability.”

Vanessa McPhee, Chief Financial Officer

“For a long time, we’ve talked about the importance of language in climate education, and with our expertise in language, and our role as a publisher how to bring that to the fore.”

Christine Özden, Global Director for Climate Education

We also aim to address our Scope 3 emissions – indirect emissions from the supply chain – including paper and print, freight and technology hardware.

Indirect Scope 3 emissions are a far more significant challenge for all organisations, but Cambridge is working hard to gather the data needed to develop science-based targets for its Scope 3 emissions.

Carbon literacy

Since launching our Carbon Literacy course, over 400 colleagues worldwide have made pledges with the Carbon Literacy Trust to support the organisation in reducing its carbon emissions. All Global Leadership Team members aim to be carbon literate by the end of next year.

Supply chain sustainability

Working with Ecovadis, an independent sustainability assessment service, we are increasing our supply chain's sustainability performance. We have added additional risk assessment steps into our onboarding tool, enabling us to take a holistic view of our suppliers and ensure that they are meeting our ambitions for our supply chain.

Engaging and collaborating externally is essential to delivering on sustainability ambitions. That is why we invited over 80 stakeholders to Cambridge over two days to discuss setting our sustainability ambitions.

Preparing for EU deforestation regulations

We aim for 99 percent of our paper to come from certifiably sustainable sources by the end of 2024–25. Cambridge is preparing to comply with EU deforestation regulations that take effect from 31 December 2024 and require a robust due diligence process on our paper supply chain to ensure our paper comes from sustainably sourced trees. It also requires confirmation that our supply chain is not breaching any local laws in terms of social responsibility.

Prioritising climate education

Cambridge sees it as critical to improve sustainability in its operations but believes its most significant contributions and impact will be through education, particularly climate education.



We took our climate education work to COP28, convening and moderating dialogue around effective climate education

“Engaging with society and stakeholders around us is essential for ensuring our approach to sustainability is robust and tackles the right challenges.”

Catie Sheret, General Counsel

Across the organisation, climate and sustainability are featured in every product group's strategy and Cambridge colleagues have demonstrated a significant commitment to this. They are personally engaged, want to bring sustainability into their work and see that they have the opportunity to do that.

Internationally, we launched a new initiative to build a community of climate-focused school leaders and teachers in over 160 countries, as well as Climate Quest, a new climate literacy course for school children in India (see 14). We are developing new qualifications in the UK, such as a GCSE in Natural History and a vocational Cambridge National in Sustainability.

Thought leadership

Cambridge has highlighted the crucial role of education in tackling the climate crisis at events including COP28, the Education World Forum, the Festival of Education, London Climate Action Week and the Cambridge Festival.

Polling research shows more than 65 percent of the British public would support a change to the school curriculum to include more content on climate change. Building on this, we have called for the UK government to commission an independent expert review to gather evidence and advise on the climate knowledge and skills young people need and how to embed those in the education system.

From ‘carbon bombs’ to ‘coolcations’

Newly emerging climate change terms that our Cambridge Dictionary lexicographers have discovered recently:

carbon bomb *noun*

a project to extract a fossil fuel from the ground that would cause carbon dioxide emissions of more than one gigatonne

hypermiling *noun*

the use of particular driving methods in order to use as little fuel as possible

climate mobility *noun*

moving away from an area affected by climate change to live somewhere else

coolcation *noun*

a holiday in a place where the weather is not very warm, usually because you do not want to go somewhere that has become too hot because of climate change

Our people

A place to learn, grow and flourish

In our third full year after the integration, we have continued to focus on what has brought us success as an integrated Press & Assessment organisation: always keeping in mind the needs of the learners, teachers and researchers that we exist to serve.

Cambridge is a genuinely learning organisation, and the quality of our people is what achieves this unrelenting focus. Through our staff networks, we continually consider the best ways to recruit and motivate ourselves and improve how we work together to accomplish our mission.

Our multi-year effort to align ourselves and achieve cultural change is paying dividends across different parts of the business as successful product development teams now work together on the same problem, bringing in insight and understanding from the customer perspective.

Customer-centric not Cambridge-centric

Cambridge's focus on the customer at the centre of its thinking begins with being part of their community and understanding their needs. Cambridge knows what technology and capabilities it can bring to meet those customer needs, as well as what is going to be sustainable and financially feasible. Cambridge is uniquely placed to put all that together and think about what the products and services of the future are going to be like.

While the core Cambridge intellectual and thought leadership attributes are vital to the organisation, we are increasingly thinking about how to reduce 'Cambridge-centric' thinking and use our local operations worldwide to drive new activity that will not be purely UK-focused.



Our new 'zero carbon ready' office in Coventry uses a tenth of the energy of our previous office

“There are places with a mission but no strategy and places with a strategy but no real mission. Cambridge has both, coupled to a longer-term horizon, which makes it a great place to work.”

Stuart Kennedy, Chief People Officer

Working together as a single organisation, working in cross-functional teams rather than in silos, has been a focus this year, while delivery and execution will be the focus for the future.

New pay progression approach launched

In 2024, Cambridge has been in the first phase of a multi-year journey to refine its pay progression approach encompassing career progression, strategic workforce planning and a pay progression model based on employee feedback, all to support making Cambridge a great workplace. One of the last organisation-wide integration activities, it will clarify what level of competencies people need, what skills they need and how they progress their careers through the organisation.

Gender pay gap reporting

In 2022–23, the median gender pay gap between male and female colleagues across the organisation in the UK was 8.51 percent. This gap is lower than the UK national average of 14.3 percent, but higher than our 2022 UK gender pay gap of 8.26 percent. This means we have not yet seen the kind of improvements on gender pay we are determined to achieve and it is critical that we understand why.

In India, the median hourly pay for female colleagues is 15.32 percent higher than for male colleagues. The median pay gap in the Philippines was 20.24 percent in favour of men. In the United States, our pay gap – while better than the national average of 17 percent – stands at 13.82 percent – an increase of five percent on the previous year.

Bourn office

The new Bourn office in Coventry, the traditional home of OCR, our UK Exam Board, is a beautiful workspace that supports new hybrid ways of working and our sustainability goals. It includes 100 desks and 200 spaces for collaborative working and focus time.

Bourn has the highest energy performance rating of 'A' and achieved a BREEAM rating of 'Very Good', which is a recognition of its environmental performance from the Building Research Establishment – one of the most widely used sustainability rating systems. We estimate our move will reduce our carbon emissions from 240 to 19 tonnes per annum. We have been



Our Manila office has grown from four people 20 years ago to over 1,100 people

awarded the SKA Gold rating from the Royal Institute of Chartered Surveyors for recycling 99 percent of our waste, using sustainable materials, furniture and energy-efficient materials.

20 years of the Manila office

In 20 years, the Manila office has grown from four people to over 1,100. This growth in numbers is accompanied by an increase in scope, supporting an ever-wider range of the global organisation. This year, the Manila office was accredited as a Great Place to Work® for the second year, reinforcing Cambridge as an employer of choice in the Philippines.

The Manila office started with a single team working on a single academic customer-facing website platform, and it has now grown into about 80 teams supporting a wide range of functions and parts of the organisation.

Equality, diversity, inclusion and belonging (EDIB)

In December 2023, we launched our global EDIB policy statement, Advancing Equality, Diversity, Inclusion and

Belonging in our culture, as well as our global guidelines to support trans and non-binary colleagues in the workplace.

After two years of engaging and developing policy to grow our EDIB approach, our priorities will be to embed key performance indicators for EDIB to measure our impact and improve our global data foundations. The insights and knowledge gathered from the Global EDIB Data Initiative will pave the way for more informed decisions and actions on our policies, procedures and processes to make Cambridge an organisation where our people want to work and choose to stay.

Assessment Academy takes off

Following the successful launch of staff academies for leadership and data, Cambridge added the internal Assessment Academy last year. Designed to promote in-house assessment expertise and skills, it takes the training offerings from Cambridge's existing Assessment Network and makes them available to staff. The Assessment Network is a global leader in professional development for the assessment community. Its short courses and practitioner workshops cover assessment principles, practices and insights for awarding organisations, professional associations, schools and universities.

Part of the Assessment Research and Development team – the largest of its kind in Europe – Cambridge's Assessment Network has been at the forefront of meeting the great demand for professional knowledge of assessment and education, and it is a huge benefit for staff at all levels to be able to access these courses and be part of a peer group.

“We want to foster a collaborative working environment, where we accept each other and tolerate different opinions and values.”

Jing Zhao, Regional Director of International Education in Northeast Asia

Community engagement

Our people's passion for volunteering continues, contributing to society beyond our products and services. Many more global teams are recognising its value, coming together to support their communities in diverse, imaginative ways.

More than 1,000 colleagues volunteered nearly 6,200 hours in 2023–24. Of these, 252 colleagues gave nearly 1,800 hours to environmental activities, planting trees in Manila and diverse activities with the Wildlife Trust and other environmental organisations across Cambridgeshire and the Midlands. Other volunteering included reading with primary school children, teaching English to refugees, preparing meals for families during the holidays, packing and delivering presents for children, sorting Christmas gifts at a homeless charity, setting up a charity Santa Grotto and sorting books in a charity warehouse.

We partner with educational charities internationally and our colleagues are encouraged to fundraise, support and volunteer with them. Nearly £146,500 was given to many causes, £15,600 of which was raised by colleagues, UK Give As You Earn and matching of donations. Nearly 70,000 books were donated to Book Aid International and other causes. In partnership with Book Aid, we supported their 'Books To Go' project in Warazo Primary School, Kenya, which set up a lending library with 2,000 storybooks, readers and chapter books, provided 200 book bags that children can take home, funded teacher training and made a grant to buy books locally.

Engaging with our communities in new ways

Colleagues in Manila have made volunteering a priority, encouraging more colleagues to support their communities, particularly through employee-driven initiatives. Large teams

have come together to plant trees in partnership with the Nature Awareness and Conservation Club, and to support elementary schools with a clean-up drive. Smaller groups have championed learning camps for young children focusing on maths, English, reading and storytelling. They have done this in partnership with Save the Children and Childhope Philippines, a non-profit organisation which supports children living in street situations.

It has been encouraging to see new teams supporting school students with careers insights. More than 100 colleagues participated in school engagement sessions, helping young people, including young carers, with applications and interviews, giving workshops on aspects of our work and taking part in career carousels. In Cambridge, 16 teams hosted work experience placements for 26 students from 16 local schools. Partners included the University of Cambridge Widening Participation team, Centre 33, Cambridge City Council, Form the Future and Social Mobility Business Partnership.

Education and sustainability are core to our purpose

As a not-for-profit organisation with values of education and sustainability at our core, volunteering and charitable giving form an important part of the Cambridge culture. Our colleagues, across 80 offices worldwide, are encouraged to engage with volunteering and charity efforts and to contribute to their local communities. This includes personally supporting their local communities in areas of disadvantage; involvement in sustainability initiatives; and helping more people reach their potential. It has been encouraging to see volunteering double during the last year, following active promotion of the value of community engagement internationally.



Book Aid International 'Books to Go' project in Kenya



Nature Awareness and Conservation Club in Manila



Social Mobility Business Partnership event in Cambridge

Abstract of the financial statements

Press & Assessment Syndicate's Statement

The Abstract of the Consolidated income statement for the year ended 31 July 2024, the Abstract of the Reconciliation of movement in capital and reserves for the year ended 31 July 2024 and the Abstract of the Consolidated balance sheet at 31 July 2024 (the 'abstract of the financial statements') presented on page 32 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 31 October 2024. 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 Deborah Prentice

Chair of the Press & Assessment 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 2024, which comprises the Abstract of the Consolidated income statement for the year ended 31 July 2024, the Abstract of the Reconciliation of movement in capital and reserves for the year ended 31 July 2024 and the Abstract of the Consolidated balance sheet at 31 July 2024 set out on page 32.

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 2024 (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 2024.

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.

“We are reporting strong growth and underlying performance against a challenging backdrop. We are offering the products that our customers want in the ways they want them, and that is a large part of our success.”

Vanessa McPhee, 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 2024.



PricewaterhouseCoopers LLP

Chartered Accountants and Statutory Auditors
Cambridge
31 October 2024

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 2024

	2024 (£'m)	2023 (£'m)
Turnover	1,025.3	1,000.5
Operating profit excluding USS pension adjustment	168.9	136.7
USS pension adjustment	34.4	3.0
Operating profit	203.3	139.7
Net finance income	39.6	9.6
Other (losses) / gains	(0.4)	0.3
Profit before tax	242.5	149.6
Tax on profit	(6.1)	(5.6)
Profit for the financial year	236.4	144.0
Profit attributable to:		
Owners of the parent	235.0	139.5
Non-controlling interests	1.4	4.5
Profit for the financial year	236.4	144.0

Abstract of Reconciliation of movement in capital and reserves for the year ended 31 July 2024

	2024 (£'m)	2023 (£'m)
Profit for the financial period	236.4	144.0
Re-measurement of net defined benefit obligation	13.3	53.4
Transfer to the University of Cambridge	(63.7)	(39.7)
Foreign exchange (loss) / gain on translation of net assets	(1.0)	(6.4)
Dividends paid to non-controlling interests	(0.3)	(4.3)
Net movement in capital and reserves	184.7	147.0
Opening capital and reserves at 1 August	922.6	775.6
Closing capital and reserves at 31 July	1,107.3	922.6

Abstract of Consolidated balance sheet at 31 July 2024

	2024 (£'m)	2023 (£'m)
Fixed assets		
Intangible assets	118.8	115.0
Tangible assets	253.8	257.0
Other investments	435.3	263.2
Defined benefit pension scheme assets	11.1	–
	819.0	635.2
Current assets		
Pre-publication costs	21.1	24.4
Inventories	22.3	27.2
Debtors	257.7	234.4
Cash at bank and in hand	315.7	353.8
	616.8	639.6
Creditors: amounts falling due within one year	(287.2)	(272.7)
Net current assets	329.6	366.9
Total assets less long-term liabilities	1,148.6	1,002.1
Defined benefit pension scheme obligations	(13.8)	(16.0)
Other post-retirement benefits obligations	(13.4)	(15.0)
Other long-term liabilities	(14.1)	(48.5)
Net assets	1,107.3	922.6
Capital and reserves		
Restricted reserves	8.2	7.9
Unrestricted reserves	1,092.1	908.7
Non-controlling interests	7.0	6.0
Total capital and reserves	1,107.3	922.6

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 at least twelve other members appointed by the Council with expertise in matters relevant to the work of the Syndicate. 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 Statute to recognise the operational merger of Cambridge University Press and Cambridge Assessment in 2021.

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

Members of the Press & Assessment Syndicate who served during the year ended 31 July 2023 and up until the date of approval of these financial abstracts, unless otherwise stated, were as follows:

Professor Deborah Prentice (Vice-Chancellor and Chair of Syndics from 1 July 2023)

Mr David Parsons (Head of Legal Services: University Officer Syndic)

Sir David Bell (Senior Independent Director)

Professor Toke Aidt

Professor Kenneth Armstrong

Professor Amira Bennison

Professor Kasia Boddy

Ms Sally Boyle (appointed 1 January 2024)

Professor Angela Breitenbach

Professor Cathie Clarke

Dr Jessica Gardner

Professor Emily Gowers

Professor Joan Lasenby

Mr Richard Partington

Professor Richard Prager (resigned 1 March 2023)

Mr Ian Pryce

Ms Radhika Radhakrishnan

Mr Jonathan Scott

Professor Sarah Worthington (resigned 31 October 2023)

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 & Risk Committee** provides assurance as to the integrity of the Group's 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** approves every academic title (books and journals).
- 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 **Teaching & Learning Committee** approves the 'products and propositions' programmes of the English and Education businesses, and provides guidance and oversight of integrated learning and assessment.
- The **Regulatory Compliance Committee** advises both the Press & Assessment Board and the OCR Board in their capacity as the Governing Bodies 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 appropriate and 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 and Executive Board, which includes our Chief Financial Officer.



Peter Phillips
Chief Executive



Andrew Chandler
Chief Financial Officer
(to 31 July)



Arun Rajamani
Managing Director, South Asia



Catie Sheret
General Counsel



Fran Woodward
Global Managing Director,
English



Helena Renfrew Knight
Director, Strategy &
Integration



Jill Duffy
Group Managing Director,
UK Education



Mark Whitehouse
Managing Director
of Group Operations
(from 1 August 2024)



Stuart Kennedy
Chief People Officer



Mandy Hill
Managing Director, Academic



Mark Maddocks
Chief Information Officer



Rod Smith
Group Managing Director,
International Education



Tim Oates CBE
Group Director, Assessment
Research and Development



Vanessa McPhee
Chief Financial Officer
(from 1 August 2024)

Awards and prizes

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

Cambridge University Press won the Impact Award at this year's IPG Independent Publishing Awards, where its commitment to inclusive publishing through its Cambridge Open Equity Initiative was recognised. Cambridge was also shortlisted in the HP Sustainability Award for its journals print reduction programme.

Rose Stewart, *How to Manage a Mammoth: A book for children and families living with Type 1 diabetes*, winner 2023 Diabetes Education Programmes – People with Diabetes, QIC Diabetes

Rachel Adcock, Kate Aughterson, Claire Bowditch, Elaine Hobby, Alan James Hogarth, Anita Pacheco and Margarete Rubik, *The Cambridge Edition of the Works of Aphra Behn, volume IV: Plays 1682–1696*, winner Distinguished Scholarly Edition Award, Modern Language Association

Holger Afflerbach, *On a Knife Edge: How Germany Lost the First World War*, shortlisted 2024 Book of the Year Award, Military History Matters

Rabiat Akande, *Entangled Domains: Empire, Law and Religion in Northern Nigeria*, honourable mention, 2023 W. Wesley Pue Book Prize, Canadian Law and Society Association

Paulina L Alberto, *Black Legend: The Many Lives of Raúl Grigera and the Power of Racial Storytelling in Argentina*, winner 2023 LASA Social Sciences Award Latin American Studies Association, and winner Bolton-Johnson Prize Conference on Latin American History

Clare Anderson, *Convicts: A Global History*, winner The Social History Society's Book Prize

Osman Balkan, *Dying Abroad: The Political Afterlives of Migration in Europe*, honourable mention 2024 Alixa Naff Prize, Khayrallah Centre for Lebanese Diaspora Studies

Rachel Jean-Baptiste, *Multiracial Identities in Colonial French Africa: Race, Childhood, and Citizenship*, winner 2024 David H. Pinkney Prize, Society for French Historical Studies

Carson Bay, *Biblical Heroes and Classical Culture in Christian Late Antiquity: The Historiography, Exemplarity, and Anti-Judaism of Pseudo-Hegesippus*, winner Manfred Lautenschlaeger Award for Theological Promise

Richard Franklin Bense, *The Founding of Modern States*, finalist 2023 Edwards Book Award, Rodel Institute

Verónica Pérez Bentancur, Rafael Piñeiro and Fernando Rosenblatt, *How Party Activism Survives: Uruguay's Frente Amplio*, winner Carlos Real de Azúa Book Award, Uruguayan Political Science Association and winner Claudia Castañeda Best Book Award, Chilean Political Science Association

Doris L Bergen, *Between God and Hitler: Military Chaplains in Nazi Germany*, winner 2023 Irving Abella Award in History, Canadian Jewish Literary Award

Jadwiga Biskupska, *Survivors: Warsaw under Nazi Occupation*, honourable mention 2023 International Book Award, The Pilecki Institute

Andy Bruno, *Tunguska: A Siberian Mystery and its Environmental Legacy*, finalist 2023 George Perkins Marsh Prize, American Society of Environmental History and honourable mention 2023 ASEES The Reginald Zelnik Book Prize, Association for Slavic, East European, and Eurasian Studies

Michael Byers and Aaron Boley, *Who Owns Outer Space? International Law, Astrophysics, and the Sustainable Development of Space*, shortlisted 2024 Donner Book Prize, Donnor Canadian Foundation and winner 2024 Certificate of Merit, American Society of International Law

Sabine F Cadeau, *More than a Massacre: Racial Violence and Citizenship in the Haitian-Dominican Borderlands*, winner 2023 Bryce Wood Book Award, Latin American Studies Association and winner Raphael Lemkin Book Award

Vera J Camden, *The Cambridge Companion to Literature and Psychoanalysis*, winner APSaA Book Prize, American Psychoanalytic Association

Mariana P Candido, *Wealth, Land, and Property in Angola: A History of Dispossession, Slavery, and Inequality*, finalist ASA Best Book Prize 2023

Jocelyne Cesari, *We God's People: Christianity, Islam and Hinduism in the World of Nations*, co-winner, 2022 Religion and International Relations, International Studies Association and special mention 2023 Distinguished Book Award, The Society for the Scientific Study of Religion

Adriana Chira, *Patchwork Freedoms: Law, Slavery, and Race beyond Cuba's Plantations*, winner James A Rawley Prize in Atlantic History 2023, American Historical Association, winner Outstanding First Book Prize, Association for the Study of the Worldwide African Diaspora and co-winner 2023 Elsa Goveia Prize, Association of Caribbean Historians

Sungjoon Cho and Jürgen Kurtz, *Investing the ASEAN Way: Theories and Practices of Economic Integration in Southeast Asia*, winner 2023 ISA International Law Section Best Book Award

Bruce Clarke and Sébastien Dutreuil, *Writing Gaia: The Scientific Correspondence of James Lovelock and Lynn Margulis*, winner Best Historical Materials, Reference and User Services Association

Joseph M H Clark, *Veracruz and the Caribbean in the Seventeenth Century*, honourable mention 2024 Bandelier/Lavrin Book Prize, Rocky Mountain Council for Latin American Studies

Dannelle Gutarra Cordero, *She is Weeping: An Intellectual History of Racialized Slavery and Emotions in the Atlantic World*, finalist 2024 Outstanding First Book Prize, Association for the Study of the Worldwide African Diaspora

Ignacio Cofone, *The Privacy Fallacy: Harm and Power in the Information Economy*, shortlisted 2024 Donnor Book Prize, Donnor Canadian Foundation

Alison Cornish, *Believing in Dante: Truth in Fiction*, winner 2023 The Bridge Book Award

Nora Derbal, *Charity in Saudi Arabia: Civil Society under Authoritarianism*, winner 2023 Polonsky Prize for Creativity and Originality in the Humanistic Disciplines – Researcher Category

Max Deardorff, *A Tale of Two Granadas: Custom, Community, and Citizenship in the Spanish Empire, 1568–1668*, winner 2024 The Alfred B. Thomas Book Award, Southeastern Council of Latin American Studies and winner 2024 Bandellier/Labrin Book Prize, Rocky Mountain Council for Latin American Studies

James N Druckman and Elizabeth Sharrow, *Equality Unfulfilled: How Title IX's Policy Design Undermines Change to College Sports*, winner 2024 Book Award, Society of Professors of Education

Jeffrey L Dunoff and Mark A Pollack, *International Legal Theory: Foundations and Frontiers*, winner New Authors Book Award of the American Branch of the International Law Association

Joshua Ehrlich, *The East India Company and the Politics of Knowledge*, shortlisted 2024 The British in India Book Prize, The British in India Historical Trust

Rachel Farebrother and Miriam Thaggert, *A History of the Harlem Renaissance*, shortlisted 2023 MSA Edition, Anthology, and Collection Prize (Biennial), The Modernist Studies Association

Toyin Falola, *Decolonizing African Knowledge: Autoethnography and African Epistemologies*, co-winner 2023 Amaury Talbot Prize for African Anthropology, Royal Anthropological Institute

Mark Faulkner, *A New Literary History of the Long Twelfth Century*, winner 2023 Best First Monograph Prize, International Society for the Study of Early Medieval England

Katarzyna Fazan, Michal Kobialka and Bryce Lease, *A History of Polish Theatre*, honourable mention 2024 The Anna M. Cienciala Award, Polish Institute of Arts and Sciences of America

Yitzhaq Feder, *Purity and Pollution in the Hebrew Bible: From Embodied Experience to Moral Metaphor*, winner 2023 Best Book on the Hebrew Bible, Biblica Archaeology Society

Andrew Forde, *European Human Rights Grey Zones: The Council of Europe and Areas of Conflict*, finalist 2024 Law Book of the Year-Irish Law Awards, LegalBooks.ie

Jennifer C French, *Palaeolithic Europe: A Demographic and Social Prehistory*, finalist 2023 Book Award, Society for American Archaeology

Darragh Gannon, *Conflict, Diaspora, and Empire: Irish Nationalism in Britain, 1912–1922*, honourable mention Donald Murphy Prize for Distinguished First Book, American Conference for Irish Studies

Alexander F Gazmararian and Dustin Tingley, *Uncertain Futures: How to Unlock the Climate Impasse*, winner 2023 Best Book, The Energy Market Economy Award, American Energy Society

Marion Gibson, *The Witches of St Osyth: Persecution, Betrayal and Murder in Elizabethan England*, shortlisted 2023 The Katharine Briggs Folklore Award, The Folklore Society

Laura Gowing, *Ingenious Trade: Women and Work in Seventeenth Century London*, winner 2023 Social History Society's Book Prize, Social History Society

Karen V Guth, *The Ethics of Tainted Legacies: Human Flourishing after Traumatic Pasts*, winner, 2024 Book Award – Constructive-Reflective Category, American Academy of Religion

Eric Helleiner, *The Contested World Economy, The Deep and Global Roots of International Political Economy*, winner 2024 ISA IPE Best Book Award, International Studies Association

Richard C Hoffmann, *The Catch: An Environmental History of Medieval European Fisheries*, finalist ASEH George Perkins Marsh Prize

Chris Jay Hoofnagle and Simson L Garfinkel, *Law and Policy for the Quantum Age*, honourable mention 2023 Surveillance Studies Network Book Prize, Surveillance Studies Network

Elizabeth Hordge-Freeman, *Second-Class Daughters: Black Brazilian Women and Informal Adoption as Modern Slavery*, co-winner Roberto Reis Book Award, Brazilian Studies Association and co-winner 2023 American Sociological Association's Section on Race, Gender, and Class Distinguished Contribution to Scholarship Book Award

Ho-fung Hung, *City on the Edge: Hong Kong under Chinese Rule*, winner 2024 Joseph Levenson Prize, Association for Asian Studies

Sanja Kutnjak Ivković, Shair Seidman Diamond, Valerie P Hans and Nancy S Marder, *Juries, Lay Judges, and Mixed Courts: A Global Perspective*, winner Lawrence S. Wrightsman Book Award, American Psychology-Law Society

Kyle Jackson, *The Mizo Discovery of the British Raj: Empire and Religion in Northeast India, 1890–1920*, shortlisted Wallace K. Ferguson Prize, Canadian Historical Association

Andrew S Jacobs, *Gospel Thrillers: Conspiracy, Fiction, and the Vulnerable Bible*, shortlisted American Academy of Religion, Award for Excellence in the Study of Religion

James Joyce and Catherine Flynn, *The Cambridge Centenary Ulysses: the 1922 Text with Essays and Notes*, honourable mention Distinguished Scholarly Edition Award, Modern Language Association

Sakiko Kaiga, *Britain and the Intellectual Origins of the League of Nations, 1914–1919*, winner Scott Bills Memorial Prize in Peace History, Peace History Society

Laura Kelly, *Contraception and Modern Ireland: A Social History, C. 1922–92*, winner 2024 British Association for Irish Studies Book Prize

Andrew Kirkman, *Music and Musicians at the Collegiate Church of St Omer: Crucible of Song, 1350–1550*, winner Early Music Award, American Musicological Society

Emizet F Kisangani and Jeffrey Pickering, *African Interventions: State Militaries, Foreign Powers, and Rebel Forces*, winner J. David Singer Book Award, International Studies Association-Midwest

Andrew Kraebel, *Biblical Commentary and Translation in Later Medieval England: Experiments in Interpretation*, winner 2024 John Nicholas Brown Prize, Medieval Academy of America

Lara Kriegel, *The Crimean War and its Afterlife: Making Modern Britain*, winner 2023 Rosemary Mitchell Prize, British Association for Victorian Studies and shortlisted Stansky Book Prize, North American Conference on British Studies

Kristian Kristiansen, Guus Kroonen and Eske Willerslev, *The Indo-European Puzzle Revisited: Integrating Archaeology, Genetics and Linguistics*, winner SAA Book Award (Scholarly and Popular)

Amy Lai, *The Right to Parody: Comparative Analysis of Copyright and Free Speech*, winner Voltaire Prize, Potsdam Universitat

Daniel Larson, *Plotting for Peace: American Peacemakers, British Codebreakers, and Britain at War, 1914–1917*, winner 2023 Norman B. Tomlinson, Jr. Prize, World War One Historical Association

Tomila V Lankina, *The Estate Origins of Democracy in Russia: From Imperial Bourgeoisie to Post-Communist Middle Class*, winner 2023 Davis Center Book Prize in Political and Social Studies, Association for Slavic, East European, and Eurasian Studies and winner 2024 J. David Greenstone Book Prize, American Political Science Association

Betty Lou Leaver, Dan E Davidson and Christine Campbell, *Transformative Language Learning and Teaching*, winner 2023 Kenneth W. Mildenberger Prize, Modern Language Association

Mark Letteney, *The Christianization of Knowledge in Late Antiquity: Intellectual and Material Transformation*, shortlisted American Academy of Religion, Best First Book in the History of Religions Award

Hanne Løland Levinson, *The Death Wish in the Hebrew Bible: Rhetorical Strategies for Survival*, winner 2023 Scott Award for Best Book on the Hebrew Bible, Canadian Society of Biblical Studies

Marcin Lewiński and Mark Aakhus, *Argumentation in Complex Communication: Managing Disagreement in a Polylogue*, winner 2023 Distinguished Book Award (Philosophy of Communication Division) National Communication Association

Wei-Ping Lin, *Island Fantasia: Imagining Subjects on the Military Frontline between China and Taiwan*, winner 2023 HSS Scholarly Monograph Award, Academia Sinica Newsletter

Alexandra Lindgren-Gibson, *Working-Class Raj: Colonialism and the Making of Class in British India*, shortlisted 2024 The British in India Book Prize, The British in India Historical Trust

José Lingna Nafafé, *Lourenço da Silva Mendoça and the Black Atlantic Abolitionist Movement in the 17th Century*, shortlisted ASAUUK Best Book Award

Heather A Love, *Cybernetic Aesthetics: Modernist Networks of Information and Data*, finalist Book Prize, British Society for Literature and Science

Jonathan R Lyon, *Corruption, Protection and Justice in Medieval Europe: A Thousand-Year History*, winner Medieval Institute Otto Gründler Prize, Western Michigan University

Rasoul Namazi, *Leo Strauss and Islamic Political Thought*, winner 2024 The Delba Winthrop Award, The Delba Winthrop Mansfield Memorial Fund

Akshay Mangla, *Making Bureaucracy Work: Norms, Education and Public Service Delivery in Rural India*, 2023 Best Book Award, International Public Policy Association, winner 2023 Public and Nonprofit Division's Best Book Award, Academy of Management, winner 2023 Charles H. Levine Memorial Book Prize, International Political Science Association, honourable mention 2023 Education Politics and Policy Section Best Book Award, American Political Science Association and honourable mention 2023 Sociology of Development Section Book Award, American Sociological Association

Michael J Malinowski, *Personal Genome Medicine: The Legal and Regulatory Transformation of US Medicine*, winner 2023 Best Book Award, American Bookfest

Joseph MacKay, *The Counterinsurgent Imagination: A New Intellectual History*, winner 2023 Oceania Book Prize for International Studies, Oceanic Conference on International Studies

Kristin Mahoney, *Queer Kinship after Wilde: Transnational Decadence and the Family*, honourable mention North American Victorian Studies Association Book Prize

Thomas Marois, *Public Banks: Decarbonisation, Definancialisation and Democratisation*, winner Joan Robinson Prize, European Association for Evolutionary Political Economy

Ryan Martínez Mitchell, *Recentring the World: China and the Transformation of International Law*, winner Furniss Book Award

Mark Fathi Massoud, *Shari'a, Inshallah: Finding God in Somali Legal Politics*, winner ISA Religion and International Relations Book Award and winner British-Kuwait Friendship Society Book Prize

Ted McCormick, *Human Empire: Mobility and Demographic Thought in the British Atlantic World, 1500–1800*, winner John Ben Snow Prize, North American Conference on British Studies

Omar Shahabudin McDoom, *The Path to Genocide in Rwanda: Security, Opportunity, and Authority in an Ethnocratic State*, winner 2022 ENMISA Distinguished Book Award, International Studies Association, winner Robert Jervis Best International Security Book by Non-Tenured Faculty, American Political Science Association and finalist 2023 Raphael Lemkin Book Award, Institute for the Study of Genocide

Pete Millwood, *Improbable Diplomats: How Ping-Pong Players, Musicians, and Scientists Remade US-China Relations*, finalist Center for Presidential History Book Prize

Ghassan Moazzin, *Foreign Banks and Global Finance in Modern China: Banking on the Chinese Frontier, 1870–1919*, finalist 2023 Hagley Book Prize in Business History, Business History Conference, co-winner First Monograph Prize in Economic and/or Social History, Economic History Society and honourable mention 2024 Ralph Gomory Prize, The Business History Conference

Rebecca Monson, *Gender, Property and Politics in the Pacific: Who Speaks for Land?*, winner 2023 ALRA Book Award, Australian Legal Research Awards

Silvina Montrul, *Native Speakers, Interrupted: Differential Object Marking and Language Change in Heritage Languages*, winner 2023 Leonard Bloomfield Book Award of the Linguistic Society of America

Rohan Mukherjee, *Ascending Order: Rising Powers and the Politics of Status in International Institutions*, winner 2023 Hague Journal of Diplomacy Book Award, winner Hedley Bull Prize, European Consortium for Political Research and winner 2024 T. V. Paul Best Book in Global International Relations Award, International Studies Association

Ian Murray, *Charity Law and Accumulation: Maintaining an Intergenerational Balance*, winner 2023 Virginia A. Hodgkinson Research Book Prize – ARNOVA, UWA Law School

Maanik Nath, *Capital Shortage: Credit and Indian Economic Development, 1920–1960*, co-winner ESH First Monograph Prize in Economic and/or Social History

Robtel Neajai Pailey, *Development, (Dual) Citizenship and its Discontents in Africa: The Political Economy of Belonging to Liberia*, winner Pius Adesanmi Prize, African Studies Association of Africa

Reviel Netz, *A New History of Greek Mathematics*, shortlisted 2023 Runciman Prize (Anglo-Hellenic League)

Sally A Nuamah, *Closed for Democracy: How Mass School Closure Undermines the Citizenship of Black Americans*, winner DuBois Distinguished Book Award, National Conference of Black Political Scientists Research, winner 2023 Ralph J. Bunche Award, winner 2023 Dennis Judd Award and winner 2023 Best Book Award from the Race, Ethnicity and Politics Section, American Political Science Association

Stephanie O'Rourke, *Art, Science, and the Body in Early Romanticism*, winner 2024 The BARS First Book Prize, British Association for Romantic Studies

John Osborne, *Rome in the Ninth Century: A History of Art*, winner 2024 Premio Daria Borghese

Özgür Özdamar and Sercan Canbolat, *Leaders in the Middle East and North Africa: How Ideology Shapes Foreign Policy*, co-winner 2023 ISA Foreign Policy Analysis Section Outstanding Book Award, International Studies Association

Justin Parks, *Poetry and the Limits of Modernity in Depression America*, winner 2024 Book Prize, American Studies Network

Anne Peters, Jérôme de Hemptinne and Robert Kolb, *Animals in the International Law of Armed Conflict*, winner 2023 ESIL Collaborative Book Prize, European Society of International Law

Morgan Pitelka, *Reading Medieval Ruins: Urban Life and Destruction in Sixteenth-Century Japan*, honourable mention 2024 John Whitney Hall Prize, Association for Asian Studies and Long-listed, 2024 ICAS Book Prize (English Language Edition – Humanities), International Convention of Asia Scholars

Sarah M Quesada, *The African Heritage of Latinx and Caribbean Literature*, honourable mention 2023 MLA Prize for a First Book, Modern Language Association

Brian C Rathbun, *Right and Wronged in International Relations: Evolutionary Ethics, Moral Revolutions, and the Nature of Power Politics*, co-winner 2023 ISA Foreign Policy Analysis Section Outstanding Book Award, International Studies Association

John C Rodrigue, *Freedom's Crescent: The Civil War and the Destruction of Slavery in the Lower Mississippi Valley*, finalist 2024 Gilder Lehrman Lincoln Award, The Gilder Lehrman Institute of American History and winner John L. Nau III Book Prize in American Civil War Era History

Portia Roelofs, *Good Governance in Nigeria: Rethinking Accountability and Transparency in the Twenty-First Century*, shortlisted ASUK Best Book Award

Alexandra Roginski, *Science and Power in the Nineteenth-Century Tasman World: Popular Phrenology in Australia and Aotearoa New Zealand*, honourable mention 2023 Best Books Australian Book Review and winner 2024 Donna Coates Book Prize, Australian, Canadian and New Zealand Studies Network and

highly commended 2024 AHA Ernest Scott Prize for History, The University of Melbourne

Ligita Rylškyté, *Why the Cross? Divine Friendship and the Power of Justice*, winner 2023 Theological Book of the Year, European Society for Catholic Theology

Oscar Sanchez-Sibony, *The Soviet Union and the Construction of the Global Market: Energy and the Ascent of Finance in Cold War Europe, 1964–1971*, winner Ab Imperio Award

Peer Schouten, *Roadblock Politics: The Origins of Violence in Central Africa*, finalist 2023 ASA Best Book Prize, African Studies Association and winner ISA STAIR Best Book Award, International Studies Association

Rachel A Schwartz, *Undermining the State from Within: The Institutional Legacies of Civil War in Central America*, winner 2024 Donna Lee Van Cott Award, Latin American Studies Association

Nicholas Seager, *The Cambridge Edition of the Correspondence of Daniel Defoe*, winner 2023 Literary Encyclopedia Book Prize, The Literary Encyclopedia

April G Shelford, *A Caribbean Enlightenment: Intellectual Life in the British and French Colonial Worlds, 1750–1792*, winner 2024 Louis Gottschalk Prize, American Society for Eighteenth-Century Studies

Fiona Feiang Shen-Bayh, *Undue Process: Persecution and Punishment in Autocratic Courts*, winner 2023 Theodore J. First Book Award, American Political Science Association, winner Giovanni Sartori Book Award, American Political Science Association and winner Juan Linz Best Book Prize, American Political Science Association

Catherine Spooner and Dale Townshend, *The Cambridge History of the Gothic Volume 3: Gothic in the Twentieth and Twenty-First Centuries*, long-listed Justin D. Edwards Prize for Best Edited Collection 2024

Paul Stasi, *The Persistence of Realism in Modernist Fiction*, shortlisted 2023 MSA book prize, The Modernist Studies Association

Justin Steinber, *Law and Mimesis in Boccaccio's Decameron: Realism on Trial*, 2023 Notable books, Seminary Co-op

Iain Stewart, *Raymond Aron and Liberal Thought in the Twentieth Century*, winner Constance Blackwell Prize, International Society for Intellectual History

Megan A Stewart, *Governing for Revolution: Social Transformation in Civil War*, winner Best Book in the APSA Conflict Processes Section Award, and honourable mention 2023 Best Book Award committee of the International Security Studies Section, International Studies Association

Alexandre Sumpf, *The Broken Years: Russia's Disabled War Veterans, 1904–1921*, honourable mention 2023 Disability History Association Outstanding Publication Award

Mistale Taylor, *Transatlantic Jurisdictional Conflicts in Data Protection Law: Fundamental Rights, Privacy and Extraterritoriality*, winner 2023 Books of the Year, The European Data Protection Law review

Nikki J Teo, *The United Nations in Global Tax Coordination: Hidden History and Politics*, shortlisted 2024 Frans Vanistendael Award for International Tax Law, International Bureau of Fiscal Documentation

Mathias Thaler, *No Other Planet: Utopian Visions for a Climate-Changed World*, shortlisted W. J. M. Mackenzie prize

Levi Thompson, *Reorienting Modernism in Arabic and Persian Poetry*, winner 2023 Aldo and Jeanne Scaglione Prize for Middle Eastern Studies, Modern Language Association

Pavone Tommaso, *The Ghostwriters: Lawyers and the Politics behind the Judicial Construction of Europe*, winner ASIL Certificate of Merit, American Society of International Law and winner 2023 European Politics and Society Best Book Award, American Political Science Association

Michelle Tusan, *The Last Treaty: Lausanne and the End of the First World War in the Middle East*, winner 2024 Book Prize, Pacific Coast Conference on British Studies

Miguel A Valerio, *Sovereign Joy: Afro-Mexican Kings and Queens, 1539–1640*, winner LASA Howard F. Cline Book Prize in Mexican History and winner 2023 Alfred B. Thomas Award for Best Book, Southeastern Council of Latin American Studies

Laurien Vastenhout, *Between Community and Collaboration: 'Jewish Councils' in Western Europe under Nazi Occupation*, winner 2023 Yad Vashem International Book Prize, The World Holocaust Remembrance Center

Claire Vergerio, *War, States, and International Order: Alberico Gentili and the Foundational Myth of the Laws of War*, winner 2023 ISA Francesco Guicciardini Prize for Best Book in Historical International Relations, International Studies Association

Yael Warshel, *Experiencing the Israeli-Palestinian Conflict: Children, Peace Communication and Socialization*, runner up International Communication Book Award, International Studies Association and finalist Next Generation Indie Book Award, Independent Book Publishing Professionals Group

Christina Welsch, *The Company's Sword: The East India Company and the Politics of Militarism, 1644–1858*, co-winner 2023 NACBS John Ben Snow Prize, North American Conference on British Studies and runner-up 2023 The British in India Book Military History Book Prize, The British in India Historical Trust

Callie Wilkinson, *Empire of Influence: The East India Company and the Making of Indirect Rule*, shortlisted 2024 The British in India Book Prize, The British in India Historical Trust

Norman Wirzba, *This Sacred Life: Humanity's Place in a Wounded World*, long-listed Michael Ramsey prize

Jerry Won Lee, *Locating Translingualism*, winner 2024 Book Award (Biennial), American Association for Applied Linguistics

Alan Wm Wolff, *Revitalizing the World Trading System*, winner 2023 Best Book of the Year – Economics, *Financial Times*

Yuliya Zabyelina, *Between Immunity and Impunity: External Accountability of Political Elites for Transnational Crime*, winner 2024 International Section Outstanding Book Award, Academy of Criminal Justice Sciences

Ayşe Zarakol, *Before the West: The Rise and Fall of Eastern World Orders*, winner Allan Sharlin Memorial Book Award 2023, Social Science History Association, winner Yale H. Ferguson Book Award, International Studies Association, winner John Ruggie Best Book Award, International Studies Association, co-winner 2023 ISA-History section Guicciardini Best Book Prize, International Studies Association, honourable mention 2023 ISA-Theory section, International Studies Association and

honourable mention 2023 Robert L Jervis and Paul W Schroeder Best Book Award – International History and Politics, American Political Science Association

APSA Awards

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

Monika Nalepa, *After Authoritarianism: Transitional Justice and Democratic Stability*, honourable mention in the APSA Conflict Processes Section Award

Erin Baggott Carter and Brett L Carter: *Propaganda in Autocracies: Institutions, Information, and the Politics of Belief*, honourable mention Luebbert Book Prize, Comparative Politics Section and honourable mention Best Book Award 2023, Democracy and Autocracy section

Osman Balkan, *Dying Abroad: The Political Afterlives of Migration in Europe*, winner Charles Taylor Award

Tiffany D Barnes, Yann P Kerevel and Gregory W Saxton, *Working Class Inclusion: Evaluations of Democratic Institutions in Latin America*, winner Richard F. Fenno Jr. Prize, Legislative Studies Section and co-winner Best Book Award Class and Inequality

James N Druckman and Elizabeth A Sharrow, *Equality Unfulfilled: How Title IX's Policy Design Undermines Change to College Sports*, winner Gladys M. Kammerer Award

Tomila V Lankina, *The Estate Origins of Democracy in Russia: From Imperial Bourgeoisie to Post-Communist Middle Class*, winner J. David Greenstone Book Prize

Monika Nalepa, *After Authoritarianism: Transitional Justice and Democratic Stability*, honourable mention Best Book Conflict Processes Section Award

Noah L Nathan, *The Scarce State: Inequality and Political Power in the Hinterland*, winner William H. Riker Book Award

Tricia D Olsen, *Seeking Justice: Access to Remedy for Corporate Human Rights Abuse*, winner Human Rights Best Book Award

Soledad Artiz Prillaman, *The Patriarchal Political Order: The Making and Unraveling of the Gendered Participation Gap in India*, winner Victoria Schuck Award for the best book published on women and politics

Jaime E Settle, *Frenemies: How Social Media Polarizes America*, winner Political Communication Doris Graber Outstanding Book Award

Niloufer A Siddiqui, *Under the Gun: Political Parties and Violence in Pakistan*, winner Robert A. Dahl Award and winner Leon Epstein Award

Megan A Stewart, *Governing for Revolution: Social Transformation in Civil War*, winner 2021–22 Best Book Conflict Processes Section Award

Manuel P Teodoro, Samantha Zuhlke and David Switzer, *The Profits of Distrust: Citizen-Consumers, Drinking Water, and the Crisis of Confidence in American Government*, winner Lynton Keith Caldwell Award

James Tully, *Strange Multiplicity: Constitutionalism in an Age of Diversity*, winner Benjamin E Lippincott Award

2024 PROSE Awards

American Publishers Awards for Professional and Scholarly Excellence.

Adam Aron, *The Climate Crisis: Science, Impacts, Policy, Psychology, Justice, Social Movements*, finalist PROSE, Physical Sciences and Mathematics, Earth and Environmental Science

Gaia Bernstein, *Unwired: Gaining Control over Addictive Technologies*, finalist PROSE, Social Sciences, Law

Christopher Breward, Beverly Lemire and Giorgio Riello, *The Cambridge Global History of Fashion: From the Nineteenth Century to the Present* (2 volume Hardback Set), finalist PROSE Humanities

Bradley Efron, *Exponential Families in Theory and Practice*, winner PROSE, Physical Sciences and Mathematics, Statistics and Probability

Gary N Felder and Kenny M Felder, *Modern Physics*, finalist PROSE, Physical Sciences and Mathematics, Physics and Astronomy

Mark Z Jacobson, *No Miracles Needed: How Today's Technology Can Save Our Climate and Clean Our Air*, finalist PROSE, Physical Sciences and Mathematics, Earth and Environmental Science

Henrik Jeldtoft Jensen, *Complexity Science: The Study of Emergence*, finalist PROSE, Physical Sciences and Mathematics, Physics and Astronomy

Henrike Christiane Lange, *Giotto's Arena Chapel and the Triumph of Humility*, winner PROSE Humanities

Sally Nuamah, *Closed for Democracy: How Mass School Closure Undermines the Citizenship of Black Americans*, finalist PROSE, Social Sciences, Politics and International Relations

Subir Sachdev, *Quantum Phases of Matter*, winner PROSE Physical Sciences and Mathematics, Physics and Astronomy

Janet Soskice, *Naming God: Addressing the Divine Philosophy, Theology and Scripture*, finalist PROSE Humanities

Alfred Z Spector, Peter Norvig, Chris Wiggins and Jeannette M Wing, *Data Science in Context: Foundations, Challenges, Opportunities*, winner PROSE, Physical Sciences and Mathematics, Computer Science

John M Wallace, David S Battisti, David W J Thompson and Dennis L Hartmann, *The Atmospheric General Circulation*, finalist PROSE, Physical Sciences and Mathematics, Earth and Environmental Science

Jacob L Wright, *Why the Bible Began: An Alternative History of Scripture and its Origins*, winner Humanities PROSE

2023 Choice Outstanding Titles

Association of College & Research Libraries, part of The American Library Association, selection of the best scholarly titles reviewed by *Choice* magazine.

Ifeoma Ajunwa, *The Quantified Worker: Law and Technology in the Modern Workplace*, winner

Antija M Allen and Justin T Stewart, *We're Not OK: Black Faculty Experiences and Higher Education Strategies*, winner

Michael F Allen, *Mycorrhizal Dynamics in Ecological Systems*, winner

Gordon Barrett, *China's Cold War Science Diplomacy*, winner

Jadwiga Biskupska, *Survivors: Warsaw under Nazi Occupation*, winner

Béla Bollobás, *The Art of Mathematics – Take Two: Tea Time in Cambridge*, winner

Bennett Capers, Sarah Deer and Corey Rayburn Yung: *Feminist Judgments: Rewritten Criminal Law Opinions*, winner

Timmen Cermak, *Marijuana on my Mind: The Science and Mystique of Cannabis*, winner

Fiona de Londras, *The Practice and Problems of Transnational Counter-terrorism*, winner

Peter Dorman, *Alligators in the Arctic and How to Avoid Them: Science, Economics and the Challenge of Catastrophic Climate Change*, winner

David Ebrey and Richard Kraut, *The Cambridge Companion to Plato*, winner

Shawn E Fields, *Neighborhood Watch: Policing White*, winner

Stanley Finger, Mark Twain, Dr. Oliver Wendell Holmes, and the Head Readers: *Literature, Humor, and Faddish Phrenology*, winner

Valentina A Grasso, *Pre-Islamic Arabia: Societies, Politics, Cults and Identities During Late Antiquity*, winner

(IPCC) Intergovernmental Panel on Climate Change, *Global Warming of 1.5°C: an IPCC Special Report on Impacts of Global Warming*, winner

Peter Heywood, *The Life, Extinction, and Breeding of Quagga Zebras: Significance for Conservation*, winner

Jeffrey Herf, *Israel's Moment: International Support For and Opposition to Establishing the Jewish State, 1945 – 1949*, winner

Saul Kassin, *Pillars of Social Psychology: Stories and Retrospectives*, winner

Will Kaufman, *American Song and Struggle from Columbus to World War II: A Cultural History*, winner

Kenneth I Kellermann and Ellen N Bouton, *Star Noise: Discovering the Radio Universe*, winner

Dmitri Levitin, *The Kingdom of Darkness: Bayle, Newton, and the Emancipation of the European Mind from Philosophy*, winner

Norman Maclean, *The Living Planet: The State of the World's Wildlife*, winner

Kris Marsh, *The Love Jones Cohort: Single and Living Alone in the Black Middle Class*, winner

Kevin McCain, *Understanding How Science Explains the World*, winner

Amy Melissa McKay, *Stealth Lobbying: Interest Group Influence and Health Care Reform*, winner

Murat Metinsoy, *The Power of the People: Everyday Resistance and Dissent in the Making of Modern Turkey, 1923–38*, winner

Eric L McDaniel, Irfan Nooruddin and Allyson F Shortle, *The Everyday Crusade: Christian Nationalism in American Politics*, winner

Dan McIntyre, Lesley Jeffries, Matt Evans, Hazel Price and Erica Gold, *The Babel Lexicon of Language*, winner

Rohan Mukherjee, *Ascending Order: Rising Powers and the Politics of Status in International Institutions*, winner

David Patterson, *Judaism, Antisemitism, and Holocaust: Making the Connections*, winner

R Saravanan, *The Climate Demon: Past, Present, and Future of Climate Prediction*, winner

Ian Smith, *Black Shakespeare: Reading and Misreading Race*, winner

Wake Smith, *Pandora's Toolbox: The Hopes and Hazards of Climate Intervention*, winner

Alfred Z Spector, Peter Norvig, Chris Wiggins and Jeannette M Wing; *Data Science in Context: Foundations, Challenges, Opportunities*, winner

Timothy Zick, *Managed Dissent: The Law of Public Protest*, winner

Hew Strachan, *The British Home Front and the First World War*, winner

Andrew Travers, *Why DNA?: From DNA Sequence to Biological Complexity*, winner

David L Vogel and Nathaniel G Wade, *The Cambridge handbook of Stigma and Mental Health*, winner

Other awards

Two Cambridge authors won the 2023 Nobel Prizes for Economics and Physics. Claudia Goldin, an American economic historian, was awarded the Nobel prize in economics in recognition of her groundbreaking work on women's employment and pay. Ferenc Krausz, Director at the Max Planck Institute of Quantum Optics and Professor at the Ludwig Maximilian University of Munich, Germany, was one of three Nobel Laureates in physics for experiments "which have given humanity new tools for exploring the world of electrons inside atoms and molecules".

The Research Directions open access journal series won the OpenAthens UX Award 2024 for its commitment to accessibility, user-centric approach and cross-team collaboration.

The English marketing team won Gold at the Event and Visual Communication Association Clarion Awards for their 'Where your world grows' schools campaign, which showed what learning English means to school teachers and their communities.

Partnership for Education's work supporting policymakers to lead impactful tech transformations in education systems across the world was a finalist in the Transformational Impact category of the 2024 Bett Awards.

The Cambridge Word of the Year 2023 'Hallucinate' PR campaign was shortlisted for the Chartered Institute of Public Relations Excellence Awards in both the education and integrated campaign categories.

The Academic group won or were shortlisted for the following awards in 2024:

- Winner of the Impact Award at IPG Independent Publishing Awards for the Cambridge Open Equity Initiative
- Shortlisted for the Sustainability Award for their journals print reduction programme
- Winner of the Open Athens UX Award 2024 for commitment to accessibility, user-centricity and cross-team collaboration for their Research Directions series.

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