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UNIVERSITY OF
CAMBRIDGE

NOTICES**Calendar**

19 March, *Friday*. Full Term ends.

23 March, *Tuesday*. Discussion via videoconference at 2 p.m. (see below).

24 March, *Wednesday*. Last issue of the *Reporter* in the Lent Term.

25 March, *Thursday*. Lent Term ends.

27 March, *Saturday*. Congregation of the Regent House via videoconference at 11 a.m.

17 April, *Saturday*. Easter Term begins.

21 April, *Wednesday*. First issue of the *Reporter* in the Easter Term.

Discussion on Tuesday, 23 March 2021

The Vice-Chancellor invites those qualified under the regulations for Discussions (*Statutes and Ordinances*, p. 105) and any other members of the collegiate University who may wish to attend, to a Discussion via videoconference on Tuesday, 23 March 2021 at 2 p.m., for the discussion of:

1. Governance Review report: Membership of the Regent House (*Reporter*, 6609, 2020–21, p. 395).

Those wishing to join the Discussion by videoconference should email UniversityDraftsman@admin.cam.ac.uk from their University email account, providing their CRSid (if a member of the collegiate University), by 10 a.m. on the date of the Discussion to receive joining instructions. Alternatively, contributors may email remarks to contact@proctors.cam.ac.uk, copying ReporterEditor@admin.cam.ac.uk, by no later than 10 a.m. on the day of the Discussion, for reading out by the Proctors,¹ or ask someone else who is attending to read the remarks on their behalf.

¹ Any comments sent by email should please begin with the name and title of the contributor as they wish it to be read out and include at the start a note of any College or Departmental affiliations they have.

Honorary Degree Congregation on Wednesday, 23 June 2021: Cancellation

The Vice-Chancellor wishes to inform members of the University that the Congregation for Honorary Degrees announced in the schedule of Congregations published in the *Reporter* on 28 September, 2020 (*Reporter*, 6589, 2020–21, p. 3) for Wednesday, 23 June 2021, will not take place and that 23 June is therefore no longer designated a ‘scarlet day’ or a day on which the University flag will fly from the Old Schools.

Sermon at the Commemoration of John Mere: Postponement

The Vice-Chancellor wishes to inform members of the University that after consultation with the preacher and Corpus Christi College, the sermon to have been given by The Revd Tom Clammer, of that College, on Tuesday, 27 April 2021, is postponed for another year until Tuesday, 26 April 2022.

Election to the Board of Scrutiny

12 March 2021

In the election to the Board of Scrutiny there were no nominations received by the deadline of 1 p.m. on 12 March 2021. The Council will therefore be asked whether it wishes to appoint a member to the vacant place or for another election to be held, in accordance with Regulation 3 of the regulations for the election of members of the Board (*Statutes and Ordinances*, p. 114).

AWARDS, ETC.**Thomas Mulvey Egyptology Fund, 2021**

The Committee of Management invite applications for the Thomas Mulvey Studentship and for grants from the Thomas Mulvey Egyptology Fund. The Fund is devoted to the encouragement of research in Egyptology.

For the Studentship, preference is given to candidates who are undertaking research in Egyptology for the Ph.D. Degree in Cambridge, or who are applying to do this. For grants, preference is given to current Cambridge postgraduate students in Egyptology; University Teaching Officers, postdoctoral fellows and scholars affiliated with the University undertaking research in Egyptology may also apply.

Applications must be sent to the Departmental Administrator (administrator@arch.cam.ac.uk) no later than 30 April 2021. Letters of reference (two for the Studentship, one for grants) should be emailed to the Departmental Administrator by referees, to arrive no later than 30 April. Further information and the application form are available at <https://www.arch.cam.ac.uk/prospective-students/graduate-funding>.

EVENTS, COURSES, ETC.

Announcement of lectures, seminars, etc.

The University offers a large number of lectures, seminars and other events, many of which are free of charge, to members of the University and others who are interested. Details can be found on individual Faculty, Department and institution websites, on the What's On website (<http://www.admin.cam.ac.uk/whatson/>) and on Talks.cam (<http://www.talks.cam.ac.uk/>). A variety of training courses are also available to members of the University, information and booking for which can be found online at <http://www.training.cam.ac.uk/>.

Brief details of upcoming events are given below.

<i>Milner Therapeutics Institute</i>	Milner Seminar Series: <i>Targeting mitochondrial metabolism to treat ischaemia-reperfusion injury</i> , by Professor Mike Murphy, MRC Mitochondrial Biology Unit, at 1 p.m. on 25 March 2021 via Zoom.	Information and joining instructions: https://www.milner.cam.ac.uk/milner-seminar-series/
<i>MRC Laboratory of Molecular Biology</i>	LMB Zoominars: <i>Molecular views into cellular functions by in-cell cryo-electron tomography</i> , by Dr Julia Mahamid, Group Leader, EMBL Heidelberg, at 11 a.m. on 20 April 2021 via Zoom.	Information and joining instructions: https://www2.mrc-lmb.cam.ac.uk/news-and-events/scientific-seminars/

NOTICES BY FACULTY BOARDS, ETC.

History and Modern Languages Tripos, 2020–21

The Faculty Board of Modern and Medieval Languages and Linguistics gives notice that, with effect from the examinations to be held in 2021, the form of examination for the following papers for Parts IA, IB and II of the History and Modern Languages Tripos will be as specified below.

All MMLL examinations are to be taken as online take-home coursework with the exception of oral examinations, audio visual examinations, use-of-language papers (and equivalent language sections of some scheduled papers: ie: 'Introduction-to' papers), and ab initio 'translation-into' papers.

MML/HML Language Papers

For *ab initio* Language Papers the Rubric will stay the same.

For Language Papers B2, B3, C1, C2

There will be an addition to the current rubric in relation to the translation commentary element:

Examiners will be attentive both to the range of different translation challenges you select and your choice of examples.

MML/HML Part IA: Scheduled Papers

Students will be asked to answer **three questions** for the following papers:

FR1	Introduction to French literature, linguistics, film and thought
GE1	Introduction to German studies
GEA3	Introduction to German 3 – German culture
IT1/ITA3	Italian text and contexts
PGA3	Introduction to Lusophone literature
PG1	Introduction to the language, literatures and cultures of Portuguese-speaking countries
SPA3	Introduction to Hispanic literature
SP1	Introduction to the language, literatures and cultures of the Spanish-speaking world

Students will be asked to answer **five questions** for the following papers

SL1	Introduction to Russian culture
SLA3	Introduction to Russian culture

HML/MML Part IB: Scheduled Papers

Students will be asked to answer **three questions** for the following papers:

CS1	The Romance languages
FR2	Structure and varieties of French
FR3	Love, violence and power in France, 1100–1500
FR4	Rethinking the human: French literature, thought and culture, 1500–1700
FR5	Revolutions in writing, 1700–1900
FR6	Innovation and upheaval: Deformation and reformulation in the 20th and 21st centuries

GE2	German history and thought since 1750
GE7	German: A linguistic introduction
GE4	The making of German culture
GE5	Modern German culture 1: 1750–1914
GE6	Modern German culture 2: 1890 to the present day
GR3	Introduction to Modern Greek language and culture
GR6A/GR6I	Myth matters: Receptions of mythology in Modern Greek literature and culture
IL1	Ibero-American cinema
IT3	Italian cinema
IT4	Autobiography and self-representation in Italian culture
IT5	Italian identities: Place, language and culture
PG1	Introduction to the language, literatures and cultures of Portuguese-speaking countries (available to <i>ex-ab initio</i> students only)
PG4	Self, family, nation and Empire in Lusophone culture
SL2	The history and culture of Early Rus
SL4	Russian culture from the Golden Age to the Silver Age
SL7	Soviet and Russian cinema
SL8	The history of the Russian language
SL9	Introduction to the language, literature and culture of Ukraine
SL13	Introduction to the language, literature and culture of Poland
SL14	Russian culture from 1895 to the death of Stalin
SP3	Medieval Iberia, Early Modern Spain and Latin America
SP4	Modern Spanish culture and history
SP5	Latin-American culture and history
SP7	Spanish and Latin American Early Modern literature and culture
SP11	The Hispanic languages

Students will be asked to answer **ALL questions** for the following papers:

PG3L	Introduction to the language, literatures and cultures of the Portuguese-speaking world
SP6L	Introduction to Catalan language and culture
SP6W	Introduction to Catalan language and culture

Students will be asked to answer **two questions** for the following paper:

PG3C	Introduction to the language, literatures and cultures of the Portuguese-speaking world
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MML/HML Part II: Scheduled Papers

Students will be asked to answer **three questions** for the following papers:

FR7	Defining the human in medieval French literature and culture
FR9	Reason, experience and authority: French literature, thought and history, 1594–1700
FR10	Enlightenment and its limits
FR11	Gender, desire and power in 19th century French culture
FR12	Ethics and experience: Literature, thought and visual culture of the French-speaking world (1900–present)
FR13	The French language: Variation and change
FR14	Theatre: theory and practice, 1600–2000
FR15	Ethics and the erotic in medieval French Occitan writing
GE8	German literature, thought and history, 1700–1815, including Goethe's works to 1832
GE11	History of the German language
GE12	History and identity in Germany, 1750 to the present
GR3	Introduction to modern Greek language and culture
GR6A/GR6I	Myth matters: Receptions of mythology in Modern Greek literature and culture
CS1	The Romance languages
IL1	Ibero-American cinema
PG4	Self, family, nation and Empire in Lusophone culture
SL8	The history of the Russian language
SL9	Introduction to the language, literature and culture of Ukraine
SL13	Introduction to the language, literature and culture of Poland
SP11	The Hispanic languages
SP9	Spanish literature, thought and history, after 1820

Students will be asked to answer **two questions** for the following papers

FR8	Wondrous forms in the age of Montaigne
PG3C	Introduction to the language, literatures and cultures of the Portuguese-speaking world

Students will be asked to answer **ALL questions** for the following paper:

PG3L Introduction to the language, literatures and cultures of the Portuguese-speaking world

Students will be asked to answer **three questions** of 1,500 words each **or one question** of 4,500 words for the following papers:

CS5	The Body
GE9	German literature, thought and history, 1815–1914
GE13	Aspects of German-speaking Europe since 1945
GE14	German literature, thought and history in the medieval and modern periods
GE15	Modern German cultures of performance
IT6	Modern Italian culture
IT7	Dante and the culture of his age
IT8	Italian literature, thought and culture, 1500–1650
IT9	Text and Image
CS6	European Film
SP13	Contemporary Latin American culture
SP14	Frontiers: Medieval Spanish literature and culture
SL2	The history and culture of Early Rus
SL4	Russian culture from the Golden Age to the Silver Age
SL7	Soviet and Russian cinema
SL10	Studies in Twentieth-Century Ukrainian literature and film
SL14	Russian culture from 1905 to the death of Stalin

More details will be made available on the MMLL website. Please see the Faculty of History information for History paper rubric and assessment changes.

Linguistics Tripos, 2020–21

The Faculty Board of Modern and Medieval Languages and Linguistics gives notice that, with effect from the examinations to be held in 2021, the form of examination for the following papers for Parts I, IIA and IIB of the Linguistics Tripos will be as specified below.

All examinations are to be held as coursework with the exception of oral elements for the Phonetics paper (Paper 6), which will be held in person if possible.

Further information can be found on the Faculty webpage.

Part I: Scheduled Papers

Students will be asked to answer **three questions** for the following papers:

1. Sounds and words
2. Structures and meanings
3. Language, brain and society
4. History and varieties of English

Part II: Scheduled Papers

Students will be asked to answer **three questions** for the following papers:

6. Phonetics
9. Syntax
10. Semantics and pragmatics
11. Historical linguistics
14. History of the French language
15. First and second language acquisition
16. Psychology of language processing and learning
17. Typology
18. Computational linguistics

Students will be asked to answer **two questions** for the following paper:

5. Linguistic theory

Students will be asked to answer **three questions** of 1,500 words each **or one question** of 4,500 words for the following paper:

7. Phonological theory

Modern and Medieval Languages Tripos, 2020–21

The Faculty Board of Modern and Medieval Languages and Linguistics gives notice that, with effect from the examinations to be held in 2021, the form of examination for the following papers for Parts IA, IB and II of the Modern and Medieval Languages Tripos will be as specified below.

All MMLL examinations are to be taken as coursework with the exception of oral examinations, audio visual examinations, use-of-language papers (and equivalent language sections of some scheduled papers: ie: 'Introduction-to' papers), and ab initio 'translation-into' papers. For linguistics, exams will be held as coursework with the exception of oral elements for the Phonetics paper (Li.6) which will be held in person if possible.

Further details will be made available on the Faculty webpages.

Language Papers B2, B3, C1, C2

There will be an addition to the current rubric in relation to the translation commentary element:

Examiners will be attentive both to the range of different translation challenges you select and your choice of examples.

Part IA: Scheduled Papers

Students will be asked to answer **three questions** for the following papers:

FR1	Introduction to French literature, linguistics, film and thought
GE1	Introduction to German studies
GEA3	Introduction to German 3 – German culture
IT1/ITA3	Italian text and contexts
PGA3	Introduction to Lusophone literature
PG1	Introduction to the language, literatures and cultures of Portuguese-speaking countries
SP1	Introduction to the language, literatures and cultures of the Spanish-speaking world
SPA3	Introduction to Hispanic literature

Students will be asked to answer **five questions** for the following papers:

SL1	Introduction to Russian culture
SLA3	Introduction to Russian culture

Part IB: Scheduled Papers

Students will be asked to answer **three questions** for the following papers:

CS1	The Romance languages
FR2	Structure and varieties of French
FR3	Love, violence and power in France, 1100–1500
FR4	Rethinking the human: French literature, thought and culture, 1500–1700
FR5	Revolutions in writing, 1700–1900
FR6	Innovation and upheaval: Deformation and reformulation in the 20th and 21st centuries
GE2	German history and thought since 1750
GE4	The making of German culture
GE5	Modern German culture 1: 1750–1914
GE6	Modern German culture 2: 1890 to the present day
GE7	German: A linguistic introduction
GR3	Introduction to Modern Greek language and culture
GR6A/GR6I	Myth Matters: Receptions of mythology in Modern Greek literature and culture
IL1	Ibero-American cinema
IT3	Italian cinema
IT4	Autobiography and self-representation in Italian culture
IT5	Italian identities: Place, language and culture
PG1	Introduction to the language, literatures and cultures of Portuguese-speaking countries (available to ex-ab initio students only)
PG4	Self, family, nation, and Empire in Lusophone culture
SL2	The history and culture of Early Rus
SL4	Russian culture from the Golden Age to the Silver Age
SL7	Soviet and Russian cinema
SL8	The history of the Russian language
SL9	Introduction to the language, literature and culture of Ukraine
SL13	Introduction to the language, literature and culture of Poland
SL14	Russian culture from 1895 to the death of Stalin
SP3	Medieval Iberia, Early Modern Spain and Latin America
SP4	Modern Spanish culture and history
SP5	Latin-American culture and history
SP7	Spanish and Latin American Early Modern literature and culture
SP11	The Hispanic languages

Students will be asked to answer **ALL questions** for the following papers:

- PG3L Introduction to the language, literatures and cultures of the Portuguese-speaking world
- SP6L Introduction to Catalan language and culture
- SP6W Introduction to Catalan language and culture

Students will be asked to answer **two questions** for the following paper:

- PG3C Introduction to the language, literatures and cultures of the Portuguese-speaking world

Part II: Scheduled Papers

Students will be asked to answer **three questions** for the following papers:

- CS1 The Romance languages
- FR7 Defining the human in medieval French literature and culture
- FR9 Reason, experience and authority: French literature, thought and history, 1594–1700
- FR10 Enlightenment and its limits
- FR11 Gender, desire and power in 19th century French culture
- FR12 Ethics and experience: Literature, thought and visual culture of the French-speaking world (1900–present)
- FR13 The French language: Variation and change
- FR14 Theatre: theory and practice, 1600–2000
- FR15 Ethics and the erotic in medieval French Occitan writing
- GE8 German literature, thought and history, 1700–1815, including Goethe’s works to 1832
- GE11 History of the German language
- GE12 History and identity in Germany, 1750 to the present
- GR3 Introduction to modern Greek language and culture
- GR6A/GR6I Myth matters: Receptions of mythology in Modern Greek literature and culture
- IL1 Ibero-American cinema
- PG4 Self, family, nation and Empire in Lusophone culture
- SL8 The history of the Russian language
- SL9 Introduction to the language, literature and culture of Ukraine
- SL13 Introduction to the language, literature and culture of Poland
- SP9 Spanish literature, thought and history, after 1820
- SP11 The Hispanic languages

Students will be asked to answer **two questions** for the following papers:

- FR8 Wondrous forms in the age of Montaigne
- PG3C Introduction to the language, literatures and cultures of the Portuguese-speaking world

Students will be asked to answer **ALL questions** for the following paper:

- PG3L Introduction to the language, literatures and cultures of the Portuguese-speaking world

Students will be asked to answer **three questions** of 1,500 words each **or one question** of 4,500 words for the following papers:

- CS5 The body
- CS6 European Film
- GE9 German literature, thought and history, 1815–1914
- GE13 Aspects of German-speaking Europe since 1945
- GE14 German literature, thought and history in the medieval and modern periods
- GE15 Modern German cultures of performance
- IT6 Modern Italian culture
- IT7 Dante and the culture of his age
- IT8 Italian literature, thought and culture, 1500–1650
- IT9 Text and Image
- SL2 The history and culture of Early Rus
- SL4 Russian culture from the Golden Age to the Silver Age
- SL7 Soviet and Russian cinema
- SL10 Studies in Twentieth-Century Ukrainian literature and film
- SL14 Russian culture from 1905 to the death of Stalin
- SP13 Contemporary Latin American culture
- SP14 Frontiers: Medieval Spanish literature and culture

Linguistics: Scheduled Papers (Schedule B)

Students will be asked to answer **three questions** for the following papers:

- Li.1 Sounds and words
- Li.2 Structures and meanings
- Li.3 Language, brain and society
- Li.4 History and varieties of English
- Li.6 Phonetics
- Li.9 Syntax
- Li.10 Semantics and pragmatics
- Li.11 Historical linguistics
- Li.14 History of the French language
- Li.15 First and second language acquisition
- Li.16 Psychology of language processing and learning
- Li.17 Typology
- Li.18 Computational linguistics

Students will be asked to answer **two questions** for the following paper:

- Li.5 Linguistic Theory

Students will be asked to answer **three questions** of 1,500 words each **or one question** of 4,500 words for the following paper:

- Li.7 Phonological theory

OBITUARIES**Obituary Notice**

The Reverend Canon JOHN CHARLTON POLKINGHORNE, KBE, M.A., Ph.D., Sc.D., FRS, Life Fellow, Honorary Fellow and former President of Queens' College, Honorary Fellow and sometime Fellow of Trinity College, Honorary Fellow and formerly Fellow and Dean of Trinity Hall, Honorary Fellow of St Edmund's College, sometime Professor of Mathematical Physics, Templeton Prizewinner, died on 9 March 2021, aged 90 years.

GRACES**Grace submitted to the Regent House on 17 March 2021**

The Council submits the following Grace to the Regent House. This Grace, unless it is withdrawn or a ballot is requested in accordance with the regulations for Graces of the Regent House (*Statutes and Ordinances*, p. 105) will be deemed to have been approved at **4 p.m. on Friday, 26 March 2021**. Further information on requests for a ballot or the amendment of Graces is available to members of the Regent House on the Regent House Petitions site.[§]

1. That the recommendations in paragraph 3 of the Report of the General Board, dated 19 February 2021, on the establishment of a Professorship (*Reporter*, 6608, 2020–21, p. 390) be approved.

[§] See <https://www.governance.cam.ac.uk/governance/key-bodies/RH-Senate/Pages/RH-Petitions.aspx> for details.

E. M. C. RAMPTON, *Registrar*

END OF THE OFFICIAL PART OF THE 'REPORTER'

REPORT OF DISCUSSION

Tuesday, 9 March 2021

A Discussion was held by videoconference. Deputy Vice-Chancellor Professor Dame Ann Dowling was presiding, with the Registrar's deputy, the Senior Proctor, the Junior Proctor and eight other persons present.

The following Reports were discussed:

Report of the Council, dated 23 February 2021, on recognition of the merger of Cambridge University Press and Cambridge Assessment in the University's Statutes and Ordinances

(*Reporter*, 6608, 2020–21, p. 380).

Mr G. P. ALLEN (Chair of the Board of Scrutiny, and Wolfson College):

Deputy Vice-Chancellor, this Report, with its convoluted title, focuses on the legislative changes necessary to give effect to a merger of the Cambridge University Press and Cambridge Assessment without explaining to the Regent House, as would be normal, the case for the merger including the benefits for the activities of the combined entity, the implications for the staff, for profitability and any risks for the University. Instead, the Council's starting point for the Report is that the merger is a done deal.

The Press exists by the authority of Statute J and the Local Examinations Syndicate by Special Ordinance. Statute C I 1(c) for the avoidance of doubt makes clear that the University Press is not an institution under the supervision of the Council. Accordingly, it is for the Regent House, not the Council, to approve the merger before the Regent House is asked to agree the dissolution of two existing entities, the constitution of the new Press and Assessment Department, and the establishment of a new Syndicate for the combined entity, together with the associated Ordinances.

The Council may think that proposed merger should not come as a surprise to the sharp-eyed reader of the *Reporter*; the direction of travel towards convergence of the two bodies was signalled by a review Chaired by the President of Hughes Hall (*Reporter*, 6408, 2015–16, p. 226 at p. 232) and the subsequent institution of an informal Press and Assessment Board (*Reporter*, 6489, 2017–18, p. 197 at p. 202); and footnote 18 to the Council's last Annual Report (*Reporter*, 6601, 2020–21, p. 263 at p. 270) alluded to an announcement on the University website on 20 October 2020. However that isn't really good enough for determining the future of organisations with a combined turnover in excess of £700m (and a distinguished history) that present both opportunities and risks for the University. The Council should do the proper thing and set out the arguments for this sensible proposal, by amending the current Report, so that the Regent House can wholeheartedly approve, and not merely recognise, it.

Professor G. R. EVANS (Emeritus Professor of Medieval Theology and Intellectual History):

Deputy Vice-Chancellor, my concern is constitutional. A Syndicate is a committee of the Regent House. A Report recommending to the Regent House the merger of the University Press and Cambridge Assessment, explaining the reasons for it, and inviting the Regent House to abolish the existing (centuries-old) Syndicates for Cambridge University Press and the University of Cambridge Local Examinations Syndicate and set up the proposed new one, would have been courteous.

That Report could have come before this one. Or the request could have been included at the beginning of this one with additional Recommendations. This Report begins respectfully in the customary way with 'the Council begs leave to report to the University' and goes on to make 'Recommendations' to the Regent House. But nowhere does it actually ask the Regent House to abolish the existing syndicates or to create the new one. It simply 'recommends' it to 'revise' wording in the Statutes and Ordinances to 'read' differently.

I did some 'reading'. The Press exercises powers of the University under current Statute J 3. For these purposes 'the University' is the Regent House (Statute A III 2–3). The new Press and Assessment Syndicate is to exercise 'the powers of the University' through an entity which will have responsibilities beyond those of the Press. Under new Statute J 3 the:

Press and Assessment Syndicate shall have power in the name of the University and for the purposes of the Press and Assessment Department to exercise the powers in Statute A II 3–8.

This discretion is fettered under new Section 5 by some financial and property limitations which may be imposed by the Council, and refers back to Section 4 which deals with income accruing to the new Press and Assessment Department. The powers delegated include the delegation of a limited power to make Ordinances (Section 6). That seems to have worked while it applied only to the Press.

This is of course the delegation of powers to be found in the present Statute J, so nothing new, except that the first clause of the new Statute J identifies a new body with additional responsibilities. The present:

There shall be in the University a University Press
is to be replaced by:

There shall be in the University a Press and Assessment
Department

The new Syndicate's exercise of the powers the Regent House delegates to it is also adjusted in Section 3 by mentioning the new Department. At present Statute J 3 says:

The Press Syndicate shall have power in the name of the University and for the purposes of the University Press to exercise the powers in Statute A II 3–8.

This is to change to:

The Press and Assessment Syndicate shall have power in the name of the University and for the purposes of the Press and Assessment Department to exercise the powers in Statute A II 3–8.

So the constitutional position of the new 'Department' must be important.

Here I wonder whether the list of changes to the University's domestic legislation is in fact complete? The word Department is to be added to Statute J 1 where the words 'Press and Assessment Department' replace the words 'University Press'. However, Statute A V 15–16 seems to envisage no Department in the University not under the supervision of the General Board. Should not some amendment to that have been included in the revisions to Statute J? Otherwise it cannot be perfectly clear what is intended by calling Press and Assessment a Department (Section 1) distinct from the Press and Assessment Syndicate (Sections 2 and 3).

It would be helpful to know why there is such a hurry. Its Minutes suggest that even the Council has not had a detailed explanation. A financial reason for the merger predominates in the Minutes of Council meetings leading up to the one which triggered this Report. At its meeting on 19 October the Council simply 'endorsed' a joint proposal (introduced by the Chief Financial Officer) from the Syndicate of the Cambridge University Press and what is still the Syndicate of UCLES (though trading since 2004 as Cambridge Assessment, as Companies House records).

It is worrying to read that there is still much to be thought through to make the new arrangements work in detail:

The Council intends to review further the overall governance arrangements for the merged businesses once the operational matters arising from the merger have had time to bed down.

The plan, says the Report, is to Grace the necessary legislative adjustments to allow this 'new business entity' to run from the beginning of the new financial year. But because it is unlikely that the Privy Council's consent will be received by August, there have to be 'transitional arrangements'. Perhaps the Council would explain the reason for the urgency in its Notice in reply. More detailed information on the operational matters needing to be thought through would be helpful too.

Dr D. D. K. CHOW (Trinity College), read by the Junior Proctor:

Deputy Vice-Chancellor, Cambridge University Press and Cambridge Assessment represent the most public face of the University. Their governance ultimately affects many millions of users worldwide; personally, I have taken examinations under Cambridge Assessment, and read many publications and contributed to numerous book chapters of Cambridge University Press. The proposed Press and Assessment Syndicate would have extremely wide-ranging powers, comparable to those of the University Council, overseeing around 40% of the University's income, some £800m annually. It is therefore important that changes to their constitutional frameworks receive careful scrutiny.

For 323 years, the Press has been tightly controlled under the University's academic leadership through the Press Syndicate (formerly Curators), and this setup has served the Press well. However, the Council's report proposes a Press and Assessment Syndicate, without such academic leadership, with a very different composition compared to both the current Press Syndicate and Local Examinations Syndicate, in practice and by Ordinance. Although the current Press Syndicate includes sixteen members of the Senate by Ordinance, in practice it is composed almost entirely of members of the Regent House who are senior academics. By Ordinance, the current composition of the Local Examinations Syndicate includes

six members of the Regent House, and a further six people who need not be. The Council is proposing a combined Syndicate that may have negligible membership from the Regent House, with no requirement for any member of the Regent House being present for business to be transacted. The Council's report provides little explanation as to why it wants greater flexibility in the Syndicate's composition, other than an indication that it wishes to parachute in an unspecified number of former Local Examinations Syndics. It is unclear why reducing involvement from Regent House members should provide any public benefit, and contradicts the Press statement on the changes:¹

The new organisation will ... [be] backed by first class teaching and research departments.

The proposal gives the impression that the University is unconcerned about providing academic leadership to these businesses, so one wonders why these businesses need remain part of the University.

Instead, we are supposed to be reassured that Syndicate members will have relevant 'experience and expertise', which one would hope was already true of all appointments made by the Council. The only other part of the *Statutes and Ordinances* stating that committee members should have 'experience and expertise in matters relevant' is for the West and North West Cambridge Estates Board (formerly Syndicate²). As is well-known, the governance was a disaster, resulting in the Syndicate being sacked, and in the corresponding Discussion³ some blame was attributed to the composition of the Syndicate, despite assurance that its members had relevant qualities. The lesson learned is that explicit Ordinance inclusion of 'experience and expertise in matters relevant' is superfluous and provides only false reassurance.

The proposed change in composition of the Syndicate, without requiring the presence of senior academic members of the University, is in stark contrast to the arguments used by the Press to obtain its current tax exemption. In a landmark letter to the Inland Revenue in 1975, Sir Geoffrey Cass, then Chief Executive of the Press, wrote,⁴

The Press of Cambridge University is actually no more than a department of the University, with no independent status of its own, governed by academic senior members of the University.

and that it was not 'an almost semi-independent "international publisher"' (I must give due acknowledgement to Mr Andrew Malcolm for his efforts in obtaining this letter, disclosed by the University under the Freedom of Information Act). He further explained the importance of such control for the University's charitable goals:

Tight control by the University over what is printed and published, and over the general business operations of the Press, reflects the University's deep concern for the carrying out of its prime educational purposes.

Biographies of the Syndics were provided to the Inland Revenue, to demonstrate that senior academics were very much in control of the business.⁵

They are some of the most distinguished academic authorities in the world. And they have total control of the Press's activities, on behalf of the whole University.

The Inland Revenue indeed considered the manner in which the Syndicate controls the Press, as demonstrated by internal documentation stating that 'I think it fair to say that the University's Press Syndicate controls the Press as a constituent part of the University'.⁶ It furthermore recognised that careful University control is what

distinguished the business activities of the Press from those of a commercial company, considering that:⁷

It would be open to the University to establish the Press as a separate commercial company ... but Cambridge University Syndic (sic) would probably be unwilling to relinquish the careful control and direction which they now exercise.

It is possible that, at some future time, Her Majesty's Revenue and Customs might not look so favourably on the tax exemptions of the University's businesses, if there is insufficient representation from the Regent House on the Syndicate.

However, the external academic implications of the Syndicate's change in composition are even more important than such inward financial matters, as Cambridge University Press and Cambridge Assessment are outward facing businesses. Their primary charitable purpose is to provide public benefit globally, through high quality academic materials, under the supervision of academics. Some may also consider that their charitable aims should also include bankrolling capital projects of the 'Academic University' by repatriating their overseas income (capital projects overseas are never considered); although I find this uncomfortably reminiscent of colonialism, it would at least seem more deserving if the University provided them with academic leadership.

Without adequate academic leadership, it would be all too easy for commercial concerns to override academic values, removing public benefit. This is demonstrated by the 2017 incident when the Press controversially self-censored articles from its journal *China Quarterly*. Without academic leadership on the matter, the University's basic ethical values were cast aside by commercial considerations. This instigated public debate, which would have been avoided had academic leadership been more vigilant, causing unnecessary damage to the University's reputation. The Press statement explained that lack of academic leadership was to blame:⁸

This decision was taken as a temporary measure pending discussion with the academic leadership of the University.

The Press statement then went on to suggest that the University's academic leadership and the Press were on an equal footing:

the University's academic leadership and the Press have agreed to reinstate the blocked content ... so as to uphold the principle of academic freedom on which the University's work is founded.

In the University's own words, the academic leadership already does not appear to have 'control' over the Press, but has to 'discuss' with the Press to come to 'agreement' when the Press acts against the University's core ethical principles. It is as if the Press treats the University's academic leadership as mere consultants, not controllers.

We are fortunate to have academic leadership over the current Discussion to protect freedom of speech. But I am not confident that the Council's proposal to reduce academic leadership on the Syndicate will robustly protect against self-censorship, plagiarism, and other activities contrary to the University's academic ethical values. Nor am I confident that the Press would resist the commercial pressures of publishing all manner of books to match less scrupulous print-on-delivery publishers, with no minimum quality standard safeguarded. The risk to academic ethics and quality would ultimately not benefit the general public and would not advance the charitable goals of these businesses.

If the Regent House does zip to provide leadership on the Press and Assessment Syndicate, treating Cambridge University Press and Cambridge Assessment as cash cows,⁹ there is little reason for the University to continue owning them. Instead, the sold-off businesses could perform better, while the University would have the flexibility to invest its cash in more profitable ways: win-win for everyone?

But the best way of providing global public benefit, in pursuit of charitable goals, promoting high academic ethics and quality, would be a clear academic presence on the Syndicate to provide academic leadership. The Council should revise its proposal to explicitly include senior members of the University on the Syndicate.

¹ <https://www.cambridge.org/about-us/news/single-strategy-single-organisation/>

² Now the Property Board, see *Reporter*, 6590, 2020–21, p. 30.

³ *Reporter*, 6403, 2015–16, pp. 140–156.

⁴ <http://www.akmedea.com/75cass1.html>

⁵ <http://www.akmedea.com/75cass2.html>

⁶ <http://www.akmedea.com/75clarke.html>

⁷ <http://www.akmedea.com/75mrobc.html>

⁸ <https://www.cambridge.org/about-us/media/press-releases/china-quarterly-follow-statement>

⁹ *Reporter*, 6596, 2020–21, p. 150.

Mr P. A. J. PHILLIPS (Chief Executive of Cambridge University Press, and Wolfson College), read by the Senior Proctor:

Deputy Vice-Chancellor, as Chief Executive of one of the two departments being brought together through this merger, I would like to express my support for the Report of the Council on recognition of the merger of Cambridge University Press and Cambridge Assessment in the University's Statutes and Ordinances.

The recommended process provides a pragmatic and straightforward means to ensure the necessary changes to allow the new integrated Department to be effective from the beginning of the financial year on 1 August 2021, and give effect to the decision taken by the Press and Local Examinations Syndicates and the Council on 19 October 2020 to bring together the University's publishing and assessment operations as a single organisation.

I commend this Report to the Regent House.

Mr S. E. NASSÉ (Chief Executive of Cambridge Assessment, Secretary to the Local Examinations Syndicate, and Robinson College), read by the Senior Proctor:

Deputy Vice-Chancellor, as Chief Executive of Cambridge Assessment, I would also like to express my support for the Report of the Council on recognition of the merger of Cambridge University Press and Cambridge Assessment in the University's Statutes and Ordinances.

The Press and Local Examinations Syndicates approved this merger on 19 October 2020, and the process recommended in the report facilitates the operational reality of achieving the integration on 1 August 2021 in a sensible manner.

I commend this Report to the Regent House.

Report of the General Board, dated 19 February 2021, on the establishment of a Professorship

(*Reporter*, 6608, 2020–21, p. 390).

No remarks were made on this Report.

COLLEGE NOTICES**Elections***Clare Hall*

Elected to a Professorial Fellowship under Title B from
10 March 2021:

Professor Stuart Dalziel, B.Eng., *Auckland*, Ph.D., *SID*

Elected to an Official Fellowship under Title A from
10 March 2021:

Dr Madeline Lancaster, B.A., *Occidental*, Ph.D., *UCSD*

Elected to a College Associateship from 10 March 2021:

Professor Susan L. Suárez, B.A., *Clark*, M.A., M.Phil.,
Ph.D., *Yale*

Dr Henrietta E. Ward, B.A., *Nottingham*, M.A., *Bristol*

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