Universities are among the oldest institutions in the world and have received significant resources. However, many have been bereft of performance improvement. In the 1960s the economists Baumol and Bowen pointed out a productivity problem at the root of the rising relative cost of higher education, also called the “Baumol’s disease”. Peter Drucker predicted in 1997 that the big university campuses would be relics in 30 years, given the rise in education expenditure without visible improvements.

Despite scepticism and the rising costs of tuition, universities remain important players not only in learning and in research but also in shaping regional and national economies by fuelling new enterprise development (Teece & Guile, 2013).

Universities have attracted scholars interested in the management. Scholars in higher education often focus on the effectiveness of teaching and student learning (Clark, 1997). Some organizational theorists have examined decision processes within universities from the organized anarchy view of universities (Cohen, March & Olsen, 1972). Historians and economists have investigated the contributions of American universities to economic growth and technological innovations (Rosenberg & Nelson, 1994). In recent years, some researchers have paid particular attentions to university technology transfers to industry, as well as to university-industry collaborations (Mowery et al., 2001).

While we continue to make progress in refining our understanding of universities, there remain important questions relating to the management of universities, such as on resource allocations and the adoption of disruptive technologies in universities, and university business model transformations have not been well covered by existing studies. Furthermore, there is relatively little research that applies management theories, including evolutionary theory, dynamic capabilities, and the resource-based view, in universities and the public sector.

We propose a special section on this topic at CMR. Given that the field of higher education addresses phenomena that typically do not fit neatly within single disciplinary theories, CMR is an appropriate platform allowing opportunities for interdisciplinary theory development and policy discussions.

Submission and Deadlines
Please note that this call is invitation-only. We request that invited authors submit an extended abstract no later than June 30, 2015 to the attention of David Teece (DTEECE@THINKBRG.COM) and Sohvi Leih (sleih@berkeley.edu) according to the following guidelines.

The extended abstract must run between 400 and 1,000 words. It should clearly state (i) the purpose of your study; (ii) the particular aspect of dynamic capabilities; (iii) the context in which
you examine this particular dynamic capability; and (iv) the relevance of your study for practitioners, academic scholars, and CMR readership.

Based on the extended abstracts, the Guest Editors will make a first selection of studies that have the potential to be published in the special issue. Authors of potentially interesting studies will be asked to submit a full draft of their paper online through the CMR system by September 30th, 2015 to be peer reviewed.

All papers should meet the content and style guidelines of CMR, which can be found here: http://cmr.berkeley.edu/submission_guidelines.html. Most critical to understand is that CMR’s readership is split between BOTH academicians and practitioners, so all papers must be both academically sound and offer relevant, prescriptive advice for practicing managers. All submissions will be reviewed following CMR’s review process. Final decisions about publication will be made by the CMR editorial team.

**Guest-Editors:**
David Teece, University of California, Berkeley
Sohvi Leih, University of California, Berkeley

**References**


Teece, D. & Guile, B. March 12, 2013. The real winners of the coming revolution in higher education. Forbes.