

RIVERS STATE UNIVERSITY, PORT HARCOURT



TOWARDS THE ENTREPRENEURIAL UNIVERSITY – RIVERS STATE UNIVERSITY (RSU), PORT HARCOURT IN FOCUS

AN INAUGURAL LECTURE

By

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**BIOECONOMIC VALUE OF
BIOLOGICAL CAPITAL AND
OPPORTUNITIES
FOR SUSTAINABLE GROWTH**

An
Inaugural Lecture
by

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LIST OF ACRONYMS & ABBREVIATIONS

A.G.G.S.	– Anglican Girls Grammar School
ABEN	– Association of Business Educators of Nigeria
ACEEU	– Accreditation Council for Entrepreneurial & Engaged Universities
ADS	– Abundance Determination Succeed
AGM	– Annual General Meeting
AIRC	– Aerospace Intelligent Research Centre
ASUP	– Academic Staff Union Of Polytechnics
AV	– Audio Visual
BBA	– Brain Beauty Angel
BEd	– Bachelor of Education
CAMA	– Company & Allied Matters Act
CBN	– Central Bank of Nigeria
CGPA	– Cumulative Grade Point Average
CMDC	– Cranfield Management Development Centre
CoSFAN	– Commonwealth Scholarship Fellow Association of Nigeria
COVID'19	– Corona Virus Disease 2019
CSC	– Commonwealth Scholarship Commission
DSUST	– Delta State University of Science & Technology
DVC	– Deputy Vice Chancellor
EDC	– Enterprise Development Centre
EDC	– Entrepreneurship Development Centre
EE	– Enterprise Education
EEP	– Entrepreneurship Education Programme
FCE (T)	– Federal College of Education (Technical)
FOE	– Faculty of Education
FTSE	– Faculty of Technical & Science Education

HBA	– Henley Business Angels
HEI	– Higher Education Institution
HOD	– Head of Department
HQ	– Headquarter
HRM	– His Royal Majesty
IGR	– Internally generated Revenue
IMEC	– Intelligent Mobility Engineering Centre
IP	– Intellectual Property
IPTTO	– Intellectual Property & Intelligent Transfer Office
ISPON	– Institute of Safety Professionals of Nigeria
KSM	– Knights of St. Mulumba
LG	– Local Government
LSM	– Ladies of St. Mulumba
MARGARET	– Magnanimous, Adorable, Reliable, God-fearing, Amiable, Resilient, Elegant Teacher
MEd	– Master of Education
MOU	– Memorandum Of Understanding
NAEAP	– Nigerian Association for Educational Administration & Planning
NCE	– Nigerian Certificate of Education
NDU	– Niger Delta University
NIM	– Nigerian Institute of Management
NLERUM	– Nice Learned Exemplary Reliable Unassuming Magnanimous
NTTC	– National Technical Teachers College
NUC	– National Universities Commission
NYSC	– National Youth Service Corps
OECD	– Organization for Economic Cooperation and Development
OML26	– Oil Mining License 26
OPU	– Ozoro Progress Union

PEWC	– Positivity, Energy, Wisdom, Courage/Compassion
PG	– President General
PGDE	– Post Graduate Diploma in Education
PGDTE	– Post Graduate Diploma in Technical Education
PH	– Port Harcourt
Ph.D	– Doctor of Philosophy
POSSAN	– Polytechnic Senior Staff Association of Nigeria
PRI	– Principle for Responsible Investment
R & D	– Research & Development
RACAM	– Rotimi Amaechi Centre for Advanced Manufacturing
RSU	– Rivers State University
RSUST	– Rivers State University of Science & Technology
SACE	– Strength, Ambition, Creativity, Excitement
SME	– Small & Medium Enterprise
SMEDAN	– Small & Medium Enterprise Development Agency of Nigeria
SPV	– Special Purpose Vehicle
SSA	– Senior Special Assistant
TASUED	– Tai Solarin University of Education
TED	– Tripartite Entrepreneurship Development framework
TEP	– The Entrepreneurship Project
TETFUND	– Tertiary Education Trust Fund
TTO	– Technology Transfer Office
UAE	– United Arab Emirates
UBE	– Universal Basic Education
UEW	– University of Education, Winneba
UK	– United Kingdom
UPEC	– University of Port Harcourt Entrepreneurship Centre
USOs	– University Spin-Offs
UST	– University of Science & Technology
VC	– Vice Chancellor
WAEC	– West African School Certificate Examinations

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Protocol

The Vice Chancellor and Chairman of this Occasion,
Professor Nlerum S. Okogbule

The Deputy Vice Chancellor (Administration)
Eze Professor Nnamdi S Okoroma

The Deputy Vice Chancellor (Academics)
Professor Valentine Omubo-Pepple

The Registrar and Secretary to Senate, Dr Sydney Enyindah

The University Librarian, Dr. Jennifer Igwella

The University Bursar, Mr. James Orji Ebere

The Provost, College of Medical Sciences,
Professor Chituru G. Orluwene

The Dean, PG School, Professor Adolphus Toby

Deans and Directors

Heads of Departments

Distinguished Professors and other members of Senate

All Academic staff, Administrative staff and Technical staff

Graduate and undergraduate students of this Great University

One time Vice Chancellor of this great university,
Emeritus Professor Simeon C. Achinewhu

The Honourable Commissioner of Power, Rivers State
HRM Barrister Anthony Uvietobore Ogbogbo,
Ibuka 1 JP, Ovie of Ozoro Kingdom

The President General of OPU, High Chief Hon Miller Daniel Akpoili
Senior Special Assistant to Delta State Government on Project
Monitoring, Sir Engineer Henry Odhegolo

Ozoro Progress Union Men and Women present

Knights and Ladies of St. Mulumba, Other Knights and Ladies of
the Church

Reverend Fathers Noel Nalelo & Benjamin Emmanuel;
My lord, Spiritual and Temporal

Distinguished Guests, Friends of the University, Associates and
Well wishers

Gentlemen of the Press

Gentlemen and Ladies.

Opening notes

“All things have their time, and all things under heaven continue during their interval”, so says Ecclesiastes Chapter 3, verse 1 (Catholic Bible). I believe that this is the time set by God Almighty for me to deliver this Inaugural lecture. Sometime in January, 2020, I had approached the Chairman, Senate Committee on Inaugural lectures to slate me for December 2020, to coincide with my 60th birthday. He consented but as the saying goes, “man proposes, God disposes”, the COVID'19 came and distorted academic activities worldwide. Here I am today, this 72nd inaugural lecture coinciding with my 61st birthday. It is the Lord's doing and it is marvelous in my eyes (Psalm 118:23,KJV).

As quoted above, there is time for everything; the time to say 'thank you' is in Acknowledgements, but Mr. Vice Chancellor Sir, permit me to say little of the 'thank yous', because as my people of Isoko ethnicity

would say, during welcome pleasantries: when the host offers the guest kola nut, the guest in accepting the kola nut and drinks and money, would say to the host “let me give you some of the thanks now because, you see these sealed bottles, looking so innocent, when consumed, may lose their innocence and I may be intoxicated and forget to say thank you, so in case that happens, please accept this ‘thank you’”. Mr. Vice Chancellor and everyone in this hall, please accept my initial ‘thank you’ because at the end of this lecture, I may become intoxicated, not by the wine; may be by joy, may be excitement; I may become overwhelmed, I may become exhausted and time may not permit.

I am a Professor of Business Education and one may wonder, why the choice of the topic “Towards entrepreneurial university: Rivers State University in focus”? For purpose of clarity, the English Dictionary defines ‘business’ as ‘enterprise’, so it is correct to say Business Education is also Enterprise Education. Besides, my dream for this great university is, through this lecture, put it in on the pedestal of Entrepreneurialism, so that it can join the league of Entrepreneurial Universities in the shortest possible time. Mr. Vice Chancellor Sir, I am therefore on the right track.

About two months ago, precisely on the 27th of October 2021, Professor Godwin Bassey Okon, while delivering his inaugural lecture, said “each day presents a learning curve” (Okon, 2021:1). On that day, he rambled over his preamble. Mr. Vice-Chancellor Sir, having learnt, please permit me to “trod to introduce my introduction”.

INTRODUCTION

Entrepreneurship is a strong factor for employment creation, economic growth and competitiveness in global economies (Dalmarco et al. 2018) and the trend has seen the implementation of a set of strategies which translates to a more fertile entrepreneurial environment (Bikse et al. 2013). A key aspect of this development is the changing roles of

universities which have seen the emergence of a trend of universities adopting a robust and more direct role in stimulating entrepreneurship in countries (Guerrero et al. 2016).

Entrepreneurial University is a concept that draws a lot of debate among scholars. It defines universities that provide environments, cultures, practices, and opportunities that are conducive to encourage and embrace graduate and student entrepreneurship. These are places where entrepreneurship is integrated into the policy and institutional arrangements of the education system. The coming together of demographic trends, knowledge-based economies and technological innovation has increased focus on the importance and effects of entrepreneurship. Entrepreneurship has become a driving force for job creation (Akpomi, 2008), structural changes, and economic development. In addition, it provides an avenue to address issues of poverty in the society (Gibb, Haskins, &Robertson, 2013); which should be emphasized in developing countries like Nigeria. Entrepreneurship is depicted in entrepreneurial attitudes, intentions, and behavior, as shown below:

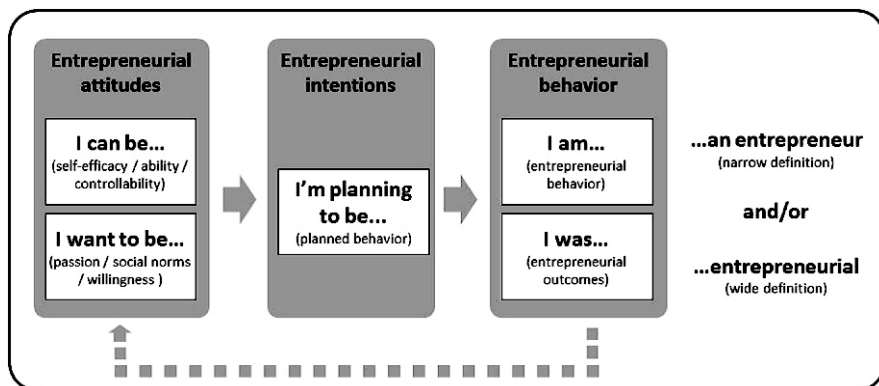


Figure 1: Entrepreneurship depicted, Gibb, Haskins, & Robertson, 2013:211.

new businesses, it can also occur in existing businesses (Akpomi, 2009; Shane and Venkataraman, 2007). It is not only limited to the entrepreneurial individual, but also to entrepreneurial opportunities and the relation between the individual and the opportunity, that is, the individual-opportunity nexus as described by Shane (2003). Stevenson and Jarillo (1990:23) define entrepreneurship as “a process by which individuals - either on their own or inside organizations - pursue opportunities without regard to the resources they currently control”. Bruyat and Julien (2001) use a constructivist approach and propose a definition incorporating not only the entrepreneur, but also the new value created the environment within which it takes place, the entrepreneurial process itself and the links between these constructs over time. They also propose the terms “individual” and “entrepreneur” to represent teams whenever applicable.

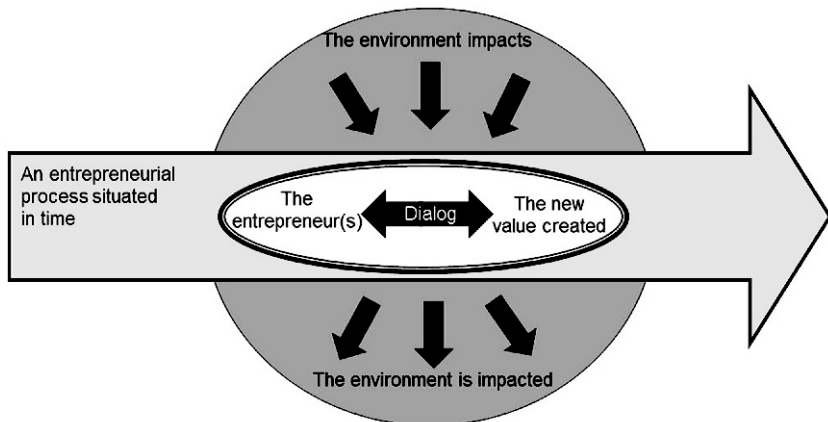


Figure 2. The entrepreneurial process (adapted from Bruyat and Julien, 2001, p.170).
Located within its environment and time.

The dialog between the individual and the new value created is shown in the middle and constitutes the core of entrepreneurship.

To do justice to this inaugural lecture, permit me Sir, Mr. Vice Chancellor to provide answers to the following questions: (1) What is university? (2) What makes a university entrepreneurial? (3) Which universities are entrepreneurial, national and international? (4) What is the income structure of Nigerian universities? (5) How entrepreneurial is RSU, PH? (6) What is my conclusion and what is the way forward, towards the RSU, PH becoming entrepreneurial (Recommendations)?

It is important for our university to establish sustainable and profitable ventures that will serve both the University and its immediate communities. This lecture hopes to add to the already set tone for the procedures of floating profitable University Business Ventures.

1. WHAT IS UNIVERSITY?

A university is an institution of higher education and research which awards academic degrees in several academic disciplines, typically offering both undergraduate and postgraduate programs. It is an educational institution designed for instruction, examination, or both, of students in many branches of advanced learning, conferring degrees in various faculties, and often embodying colleges and similar institutions. Universities usually comprise a college of liberal arts and sciences and graduate and professional schools and have the authority to confer degrees in various fields of study.

A university has two principal functions: providing instruction on matters of intellectual importance and conducting research on those same matters. These two functions, to the extent reasonably possible, should support one another. University teaching, therefore, is distinguished from other modes of education not only by seeking the highest levels of sophistication, but also by deriving its vitality from

the atmosphere of on-going discovery fostered at the institution. For this reason, most, if not all courses at a university should be taught by faculty staffs who are active researchers in the disciplines in which they teach. Conversely, research ought not to be done in isolation from teaching. Researchers should be open to allowing issues that arise in teaching to suggest new research questions and, where feasible, students, both undergraduate and graduate, should be given opportunities to participate in research. Because strong intellectual work can only be done in an atmosphere where scholars feel free to take risks, challenge conventions, and change their minds, universities must foster an environment that prizes intellectual freedom.

Though university education should provide the kind of intellectual enrichment that would serve any graduate well in the working world, university education should never be construed solely or even primarily as a path to employment. Even in disciplines with obvious professional connections such as education or law, the university should first aim to teach the history, theoretical underpinnings, crucial knowledge, and critical skills necessary to build a profound understanding of the discipline. A university law program, for example, should aim primarily to produce graduates with a profound understanding of law, rather than lawyers, *per se*.

A university has one additional secondary function: to serve as a cultural touchstone in its community to encourage all members of the public to participate in the life of the mind. Universities should, within reasonable limits and without needlessly detracting from its primary missions, sponsor and host artistic performances and displays, public talks, open debates, and other events that excite interest in intellectual pursuits, broadly construed – inaugural lectures such as this, is one.

Landry et al. (2002) conceptualise technological transfer as consisting of several stages ranging from transmission (contacting firms and informing them of potentially relevant research) to commercialisation in the narrow sense. Their econometric analysis indicates that researchers tend to be much more involved in first-stage activities

than in activities closer or immediately related to commercialisation. Furthermore, Murray points out that ties between the science and technology networks are often rather informal and according to their research take place through conferences, consulting, boarding and research students (Murray, 2002).

The general view on university patent activity is rather optimistic and tends to focus more on the positive aspects, mainly the increase in availability of funds. On the negative side, using patents could lead to a substitution effect between publishing and patenting (Geuna & Nesta, 2006). Universities can have different policies about patent management, but in a large number of countries, universities retain the property of the patent and share the income with the inventors (OECD, 2003). TTOs can have different organisational forms that imply different strategies and priorities, yet one of the most important seems to be the search of alternative sources of funding (Mowery, Nelson, Sampat, & Zeidonis 2001; Siegel et al., 2003). As Thursby, Jensen, and Thursby (2001) show in their analysis of licensing contracts, patents are typically licensed at an early stage. While large firms seem to prefer to license inventions at a later stage, small firms prefer licensing early-stage inventions. In this sense, small firms may have an advantage in appropriating research-based inventions (Thursby et al., 2001). The creation of new ventures from a university's TTO represents a complex and risky process that requires a broad range of capabilities such as providing finance.

2. WHAT MAKES A UNIVERSITY ENTREPRENEURIAL?

Universities are said to be entrepreneurial when they are not afraid to use their abilities maximally, reduce dependency on public funds, and diversify their resources. Sustainable plans, especially financial strategy, define entrepreneurial institutions. Such plans should sustain ideas from development to execution. In addition, an entrepreneurial university can break through traditional boundaries to promote new relationships. These relationships are meant to develop a partnership

among different stakeholders (students and staff); they also initiate synergy among the stakeholders. These are internal stakeholders who provide required capacity in entrepreneurial agenda. However, this partnership should be extended to external stakeholders to exploit both internal and external capacities for the achievement of entrepreneurial objectives (O'Connor, 2012).

In addition, entrepreneurial universities recruit and retain people with entrepreneurial experience, behaviors, and attitudes which foster an entrepreneurial culture in the universities (O'Connor, 2012). However, this should not be limited to internal staff alone. Considering external viewpoints give the institutions an external perspective which stimulates internal stakeholders. Staff development is another aspect which promotes entrepreneurial culture because the staffs are the crucial players in the fulfillment of the organizational strategy. However, entrepreneurship is an activity that strives to adapt to the changing nature of the human environment. Therefore, there is a need to ensure that human capacity reflects these changes by providing constant staff trainings.

Furthermore, universities should institute a system of providing incentives to members who take part in implementing an entrepreneurial agenda, which enhances the entrepreneurial culture in the institution. However, entrepreneurial behaviours are reinforced by rewarding and encouraging entrepreneurial initiatives, which may include providing laboratory space for those who wish to pursue entrepreneurial activities. Finally, an entrepreneurial university gives recognition and status to other stakeholders who contribute to the entrepreneurial agenda of the university. This means that external stakeholders should be valued because they bring opportunities, knowledge, and skills required for development. Various opportunities and activities are used to recognize the value of external stakeholders, which include offering them services and facilities, fellowship opportunities, giving industrial professors an opportunity to teach as guest teachers, associateship, and rewarding them for engaging in entrepreneurial activities (O'Connor, 2012).

An entrepreneurial university must embrace many different activities at the interface between the traditional university and its surrounding society. Spin-off strategies and technology transfer offices are the instruments used when commercialization is believed to be the best way to utilize research results. Uppsala University in Sweden published analysis of spin-off companies (Jonsson et al. 2018). The publication showed that an active venture creation strategy can be a successful way for a university to contribute to the regional economy. However, it is important to bear in mind that these strategies are resource dependent and can also be risky. To become successful the university needs a strong base of research results of business relevance, funding to protect them, resources for business development as well as early seed investment. Furthermore, the surrounding ecosystem such as small businesses and entrepreneurial culture should preferably have a high absorptive capacity for new high-tech products. The study identified the need to adopt entrepreneurial strategy without disrupting the quality of teaching and research.

Featuring initiatives from institutions around the world, the authors argue that the increasing importance of knowledge in the technical and social dimensions of today's world provides greater relevance to the entrepreneurial university. In this context, universities transcend their traditional focus on teaching and basic research to carry out technology transfers, marketing ideas, and patent registrations, and incorporate spin-off companies that contribute to industrial innovations, economic growth, and job creation.

University spin-offs (USOs) represent a resource intensive way to transfer knowledge and more actors can be involved, especially for providing financial support. The parent organisation, the technology originator, the entrepreneur and the venture investor interact in different ways, and they determine different ways to spin out new ventures (Roberts & Malone, 1996).

An entrepreneurial university, on its own, actively seeks to innovate how it goes about its business. It seeks to work out a substantial shift in organizational character to arrive at a more promising posture for the future. “Entrepreneurial universities seek to become stand-up universities that are significant actors on their own terms” (Clark, 1998, p. 4). Based on his research in Europe, Clark (1998, 2004) identified five elements that characterized entrepreneurial change:

1. a strengthened steering core,
2. an expanded developmental periphery, which reaches beyond traditional university boundaries to include outreach offices, such as TTOs, industrial liaison, etc., or also interdisciplinary research centres in more excitable organisational settings,
3. a diversified funding base,
4. a stimulated academic heartland,
5. an integrated entrepreneurial culture.

Obviously, such a definition is quite different from approaches that primarily view university entrepreneurialism as a university's capacity to spin off new ventures to exploit its IP (Shane, 2004). As some have argued (e.g., Meyer, 2003), one may indeed distinguish at least two breeds of innovation agents in the university: the entrepreneurial academic and the academic entrepreneur, the latter being the archetypical start-up entrepreneur and the former resembling the innovative faculty member in Clark's sense.

As many observers of science-based innovation processes have pointed out, the capitalisation of knowledge is a multifaceted, complex, diverse, and interrelated co-evolutionary process. One might argue that, to appreciate the entrepreneurship phenomenon in this context, Clark's definition is too broad while Shanes could possibly be too narrow to capture fully the university's entrepreneurial potential (e.g., Tijssen, 2006).

Active involvement of various stakeholders is useful for successful entrepreneurial universities (Byrnes, Paez, Blacker, Jackson, & Dwyer, 2010; Akpomi, Achinewhu, Amesi, Amadi, & Wogboroma, 2016). This requires building and sustaining links with collaborators and partners in achieving the full potential of a university. This relationship is established among different components of the society, including professional bodies, alumni, businesses, regions, and public sectors. The idea behind this collaboration is to create value for both the society and the university.

Entrepreneurial university is committed, first, to knowledge exchange and collaboration with public sectors, society, and industry (Guerrero & Urbano, 2012). Collaboration and partnership should be integrated into the institutional policies of a university to manage relationships with all sectors. Furthermore, these policies have support mechanisms to coordinate partnerships. However, among all sectors, the university should demonstrate an active role in partnership, which means that an entrepreneurial university takes the leading position in supporting partnership with other stakeholders. In addition, the university should be involved in a range of partnerships at local, regional, and global levels (Byrnes, Paez, Blacker, Jackson, & Dwyer, 2010).

Second, an entrepreneurial university has a strong link with external initiatives, such as science parks and incubators, to develop opportunities for dynamic knowledge exchange. This creates added value through establishing a partnership with external environments and is done because many knowledge intensive institutions surround a university. Therefore, a university develops mechanisms to capitalize on the knowledge acquired. (Akpomi & Ikpesu, 2017). This mechanism facilitates cross-development of knowledge, collaboration space, organization of joint workshops, and other networking opportunities and is enhanced further when universities create opportunities for its students and staff to take part in the external environment or entrepreneurial activities. This means that universities provide opportunities

for its students and staff to take part in extensive entrepreneurial activities in the external environment. Knowledge exchange mechanism developed by the university supports collaboration with the external environment. This may be done through joint curriculum development and provision of internship among others (Byrnes, Paez, Blacker, Jackson, & Dwyer, 2010).

Third, entrepreneurial universities support students and staff mobility between the external environment and academia (Akpomi, Achinewhu, Amesi, Amadi & Wogboroma (2016). Programs like research exchange and internship facilitate this mobility. In addition, entrepreneurial university provides a link to the wider community, education, and research to promote the knowledge ecosystem. Therefore, universities should have a mechanism to absorb knowledge, information, and experience created in the wider ecosystem. In teaching, this includes using strategies such as inviting guest teachers and internships (Akpomi, 2008). In research, contract work and collaborative partnership are used to enhance these links. However, universities should provide mechanisms to exploit entrepreneurial opportunities with industrial and commercial partners.

University as an International Institution

Entrepreneurial university is characterized by an international perspective through integrating internationalization into its strategic processes which is essential because it allows universities to make an informed decision on institutional direction and to evaluate and enhance performance based on different objectives that reflect international activities. Though it is not possible for an institution to be entrepreneurial without being international, it can be international without being entrepreneurial. This means that internationalization is a crucial component of an entrepreneurial strategy of a university (Akpomi, 2017) and includes integration of global and intercultural dimension into delivery, functions, and purpose

of education. Commitment placed on international strategy reflects entrepreneurial objectives (Gibb, Haskins, & Robertson, 2013).

Finally, entrepreneurial university supports international mobility of the students and staff (Akpomi, 2009; Gibb, Haskins, & Robertson, 2013). This is done by attracting international students and staff and supporting its local students to participate in international activities, and it may include overseas internship, scholarships, and exchange schemes. They can also use rewards and incentives to support international mobility (Guerrero & Urbano, 2012). Recruiting entrepreneurial staff at an international level enhances an international outlook. However, recruitment should ensure it matches the needs of the university.

Organizing interaction with the outside world

Interaction with the outside world is a key aspect of entrepreneurial education and entrepreneurial universities (Lackéus, 201; Gibb, 2008; Akpomi, 2008). The most developed systems for facilitating educational institutions' interaction with the outside world can be found on university level. In a research string labelled “the entrepreneurial university” it is outlined how increased collaboration between universities, government entities and industry can be facilitated in accordance with a “triple helix model” (Etzkowitz and Leydesdorff, 2000).

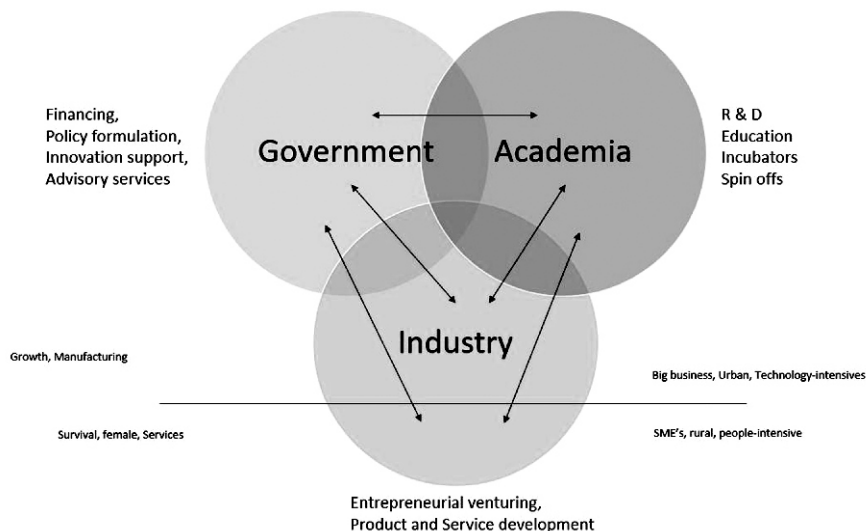


Figure 3: The Triple Helix model depicting The entrepreneurial university.

Source: Research gate network, retrieved Sept 27, 2021.

The Triple Helix thesis postulates that the interaction among university-industry-government is the key to improving the conditions for innovation in a knowledge-based society. More than the development of new products in firms, innovation is the creation of new arrangements among the institutional spheres that foster the conditions for innovation.

This is supposed to lead to economic growth, more entrepreneurial people and increased practical utilization of the knowledge generated at universities. This is called the “third mission” of universities (Philpott et al., 2011), and is often organized through “technology transfer offices” (TTOs) responsible for acting as an interface between the university employees and the outside world. Common outputs of TTOs are licensing and royalty agreements for research-based intellectual property, informal transfer of know-how and product development collaboration (Siegel et al., 2003).

Intellectual property and spinouts

Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce. Intellectual property is a category of property that includes intangible creations of the human intellect. There are many types of intellectual property, and the most well-known types are copyrights, patents, trademarks, and trade secrets. The University is sole owner of all IP: Created by University employees in the course of their employment. Created by individuals — including employees, students, post-doctoral or other fellows — using substantial University resources.

A university spinout is essentially a company that has been developed from a university's research. The university, or one of its connected venture funds, will provide the company with start-up capital, and will usually act as a significant shareholder in the company from the start. University spinouts are thriving. According to research published in 2018 by Anderson Law, nine out of 10 spinouts that received private investment between 2011 and 2015 are still operating, whereas only two in 10 UK start-ups survive beyond their fifth year.

That survival rate does not mean that the model is for everyone, however. University research does not always easily develop into profitable products, and spinouts can be complicated to create and sustain. But the combination of academic expertise and a strong support network can be a big attraction to investors. Universities can be pretty much the source of inventiveness and depending on the university; they can also be quite good at commercialising inventions.

Traditionally, universities served the public interest by providing graduates to meet the needs of industry and business in its vicinity. With that focus, universities have published the results of their research activities, making them freely

available. Nowadays, this is often viewed as being incompatible with industry's need to keep information confidential (Akpomi, 2010) and protected by IP rights, such as patents. Rapidly progressing globalization requires universities and PRIs to be open to business and international collaboration. This in turn requires ensuring that research results are effectively protected and managed, by making effective use of the IP system. Intellectual property (IP) plays an essential role in the teaching and research functions of universities and PRIs.

IP and Teaching

In addition, a university or PRI's teaching activities will also generate IP, such as teaching materials, theses, software, or designs. The Internet and modern technologies have fostered not only greater access to scholarly materials, but also greater conflicts over their ownership and use. Thus, universities and PRIs need suitable IP policies to deal with the ownership and management of teaching materials, access to scholarly information and use of third-party materials.

IP and Research

Whether it be basic (“blue-sky”) or applied research, through their R&D activities, universities and PRIs produce results in the form of inventions. Many of these inventions are patentable, yet many are also no more than proofs of concept or laboratory-scale prototypes, which require further R&D prior to their possible commercialization. By granting universities and PRIs the rights to their own IP derived from publicly financed research, and allowing them to commercialize their results, governments around the world are trying to accelerate the transformation of inventions into industrial processes and products, and to strengthen collaborative ties amongst universities and industries.

University Business model

Four models of corporate entrepreneurship by Robert C. Wolcott and Michael J. Lippitz discussed in 'Grow from within' are Opportunist, Enabler, Advocate and Producer. Mapping the models on two dimensions, viz. organizational ownership (ranging from diffused to focused) and resource authority (ad hoc to dedicated), the authors find that all companies and entrepreneurs begin as opportunists.

The opportunist model works well only in trusting corporate cultures that are open to experimentation and that have diverse social networks behind the official hierarchy. According to them, there is the need for multiple executives in the organization who can say yes to a new business concept. With this type of environment, good ideas can easily be implemented without organization cracks or receive sufficient funding to prove them.

The enabler model contrasts with the opportunist model of diffused ownership and ad hoc resource allocation. This model has dedicated resources and early stages of new business conception are explicitly supported, encouraged, and often channeled strategically with serious management attention given to those concepts that look promising. Apart from allocating capital resources for corporate entrepreneurship, the enabler model is also concerned with personal development and executive engagement.

The advocate model is usually more focused on ownership and ad hoc resource allocation. Its operational process involves assigning organizational ownership for driving the creation of new businesses to a designated corporate-level group, but the group is intentionally provided with only a modest budget. Advocate organizations act as evangelists and innovation experts, facilitating corporate entrepreneurship in conjunction

with business units, which must demonstrate their commitment to new business development by paying most of the bills.

The producer model focuses on ownership and dedicated resources, aiming at protecting emerging projects from turbulence and encouraging cross-unit collaboration, to sustain potentially disruptive businesses, creating pathways for executives to pursue careers outside their business units.

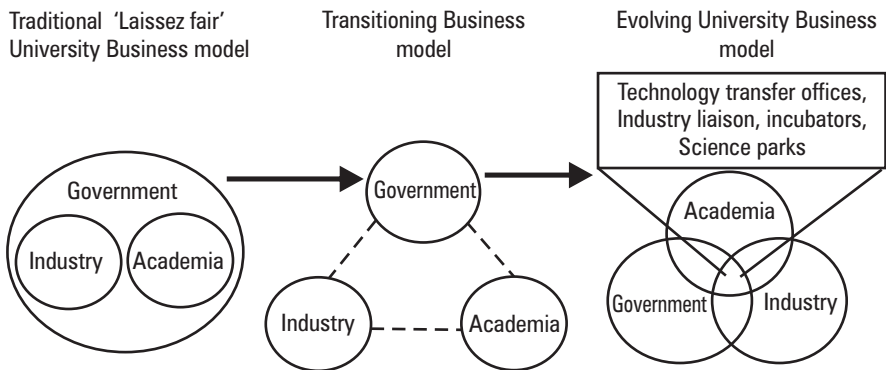


Figure 4: University Business Model

The changing university business model: a stakeholder perspective (Miller, 2014) – Wiley Online Library

3. WHICH UNIVERSITIES ARE ENTREPRENEURIAL, NATIONAL AND INTERNATIONAL?

Some Universities in Nigeria

Pan Atlantic University, Lagos, Nigeria

Founded in 2002, the Pan Atlantic University is a non-profit, private institution of higher learning located in Lagos, Nigeria. The mission statement of the university is “to form competent and committed professionals and encourage them to serve with personal initiative and social responsibility the community in which they work, thereby helping to build a better society in Nigeria and Africa at large”. In other words, the university aims at nurturing individuals who are professionally competent, enterprising and creative, zealous for the common good and able to make free and morally upright decisions and who thus act as positive agents of change in service to the society. The university which has about 430 staff, 3 schools, 1 centre and 1 institute also seeks to inculcate and groom the entrepreneurial spirit in the staff, students and participants. From the foregoing, the university clearly identified entrepreneurship in its mandate and is committed to becoming a full entrepreneurial university. The university is therefore deliberate in its approach to building an entrepreneurship mindset across the university and in all aspects of university life including teaching and learning, research and service to the larger community. Through Enterprise Development Centre (EDC), a unit of the university that has the responsibility of providing entrepreneurial training and practice, the university is striving towards becoming an entrepreneurial university in Nigeria. EDC was founded in 2003 and has about 30 staff excluding external faculty members and experts/consultants. In addition to supporting students and executive education participants across campus, EDC also provides a variety of capacity building programmes and value added services to the larger small and medium enterprises (SMEs) all over Nigeria. These include business advisory, networking meetings, mentoring, retreats, access to market and information. Among others, the university's business

ventures include: Lagos Business School, Lagos Airline Group, Lagos Heritage Bank, Housing Estates, EDC Market Place, etc. See

University of Port Harcourt, Port Harcourt, Nigeria

Established an entrepreneurial centre (UPEC), to complement its compulsory entrepreneurial courses for all undergraduate and post graduate students, serving as a link between theory and practice. The entrepreneurial activities of the university includes but not limited to:

Annual entrepreneurial form, skills for life and business plan preparation. These programmes have enabled the students to acquire basic skills that would engage them meaningfully and make them attain economic self-reliance. Among others, the University has the following:

- ❖ University of Port Harcourt Business School
- ❖ Water production plant
- ❖ UPEC Restaurant
- ❖ Uniport Farms, etc

The university's Entrepreneurship Centre (UPEC) in collaboration with Corrector02 Cosmetics & Crafts Academy organises certificated 3-month Get A Skill (GAS) programme for a fee between N21,000 to N29,000.

In December 2020, (2nd – 4th to be precise), UPEC organised a 3-day workshop titled “Developing and managing family business in post COVID-19 Nigeria economy” targeted at start-ups, small business owners, Bankers, Captains of industries, politicians/LG Chairmen, Civil/Public servants.

Tai Solarin University of Education (TASUED), Ijagun, Ogun State

The University Ventures comprise the following (see Appendix):

- ❖ Guest House Unit
- ❖ Water Unit
- ❖ Block Molding Unit
- ❖ Cattle/Ram Unit
- ❖ Bakery Unit
- ❖ Cleaning Services
- ❖ Weeding Services
- ❖ Security Services

The university produces 90 percent of its office and classroom furniture, as well as, for sale to staff and outsiders.

In terms of farm produce, the university is near self-sufficiency.

Niger Delta University (NDU), Amassoma, Bayelsa State

The Directorate of Consultancy, Entrepreneurship, Research and Development, manages the following businesses for the university:

- ❖ Poultry
- ❖ Fishery (cat fish)
- ❖ Water plant – bottle and sachet
- ❖ Pharmaceutical products – Izal, detergents
- ❖ Bakery and
- ❖ Tailoring services (see Appendix)

Delta State University of Science and Technology (DSUST) (formerly, Delta State Polytechnic) Ozoro

Has a functional Stadium with a capacity to seat 1400 spectators.

The University's Entrepreneurial Centre operates businesses that provide the following services:

- ❖ Aluminium works
- ❖ Bead making
- ❖ Farms – Poultry, fisheries, Cow
- ❖ Fashion and Design workshop
- ❖ Shoes and bags production
- ❖ Pharmaceuticals – soaps and other chemical products
- ❖ Paint production
- ❖ Barbing and Beauty care salons
- ❖ Mechanic workshop, where alignment and wheel balancing, welding and fabrication are done
- ❖ Electrical works
- ❖ Guest house with a capacity of 21 standard rooms and suits. See pictures in Appendix.

Some International Universities

The University of Education, Winneba (UEW), Ghana was established in 1992 by a government ordinance (PNDC Law 322) and with a relationship with the University of Cape coast. Its main aim is to train teachers for the education system of Ghana. The University of Education, Winneba is charged with the responsibility of teacher education and producing professional educators to spearhead a new national vision of education aimed at redirecting Ghana's efforts along the path of rapid economic and social development.

As part of the university's entrepreneurial activities, one of its students owns Jephinko Ventures. He currently runs most of his business activities online. As a student into 'agripreneurship' and an entrepreneur who believes strongly that his colleague students and other members of the community must always look good and business-like, he uses his business, Jephinko Ventures, to sell authentic and fashionable costumes to students, lecturers, and external customers.

Ernestob Enterprise is also another business consisting of six categories; Food Court, Bakery, Fashion, Millinery, Floral and Bridal Decoration, and manufacturing of Cleansing Agent. There is also Cuhaiz Multimedia, a printing and embroidery company, located at Ablekumah Fanmilk in the Greater Accra Region of Ghana.

The University of Auckland, New Zealand, has been named Entrepreneurial University of the Year at the Asia-Pacific Triple E Entrepreneurship and Engagement Excellence Awards in Higher Education in 2020.

Other contenders for the category included entrepreneurial superstars such as Tel Aviv University, the University of Adelaide, University of Technology Sydney and Malaysia's Management and Science University.

The awards are administered by the European-based ACEEU (Accreditation Council for Entrepreneurial and Engaged Universities). Entrants underwent a rigorous application and selection process, with an external panel of reviewers – entrepreneurship and innovation experts from around the world – reviewing each applicant against a strict list of criteria.

Entrepreneurial University of the Year was one of a range of categories at the awards that celebrated outstanding achievements of universities and individuals in the areas of entrepreneurship, engagement, social outreach and sustainability.

With over 300 entries, and 60 finalists from 17 countries, Triple E Awards are a testament to the fact that “third mission” at universities is gaining more prominence and universities are more comprehensively embracing this new role. The third mission, as mentioned earlier, refers to the social, enterprise, and innovative activities that universities perform in addition to teaching and research tasks.

The awards were presented in Kochi, India at the end of an industry conference and offered the opportunity for the international community of change-makers, innovators, educators and leaders in higher education to exchange knowledge and discuss how to improve the performance of universities so as they can respond to the grand challenges of the 21st century.

The University of Auckland's award came in recognition of the quality and scale of entrepreneurial initiatives generated through UniServices and the Centre for Innovation and Entrepreneurship. These include the establishment of a world-class innovation hub and marketplace, an inventor's fund and investment committees, a global presence with new offshore spaces including the Innovation Institute of China in Hangzhou, extra-curricular programmes and integration of entrepreneurship within curricula.

Entrepreneurial universities in the United Kingdom (UK)

Universities in the UK have been allowed to commercialise their research since 1985, when the government ended the British Technology Group's monopoly on the ownership of intellectual property rights created by academics.

In 2014, the Research Excellence Framework (REF) that guides the distribution of research funding to universities, added a new assessment criteria for the "impact of research beyond academia," which prioritised investment in work that could benefit the wider economy.

Since then, the spinout system has produced some of the UK's brightest businesses, including ARM, a chip designer spun out of Cambridge University that Softbank bought for £24.3bn, and Oxford Nanopore, a gene-reading company created by academics from its namesake university that reached unicorn status last year.

The University of Leeds, UK – entrepreneurial University of the year, 2015. Seen as the 'Oscars' of the higher education sector, the award recognised the University's role in offering opportunities for student entrepreneurship, the support provided for small businesses in the region and its significant innovation and IP commercialisation work. Professor Nigel Lockett, Director of Enterprise Learning, said the award is the ultimate accolade for any enterprising university and the culmination of years of hard work across the whole university. From student start-ups to university spin-out companies and from exceptional enterprise education to supporting high-growth firms in the region, what differentiates Leeds is her commitment to commercialising world leading research and enabling enterprise students and graduates to make economic, social, and cultural impact. Building this sector leading enterprise offer is the result of the support and collaboration of staff, students, alumni, and entrepreneurs - a winning team.

The University of Cambridge, UK: The principal activities of the University and its subsidiary undertakings are teaching, research, and related activities which include publishing services; examination and assessment services; the operation of museums, libraries, and collections; and the commercialization of intellectual property generated within the University. It owned ARM, a chip designer company bought by Softbank for £24.3bn and has spin-out companies and subsidiaries. The Council has a reasonable expectation that the University has adequate resources to continue to operate for the foreseeable future.

University of Northampton, UK among other businesses, owns a warehouse and Sunley hotel. Sunley hotel is operated and managed by the university. It is situated at the University of Northampton Waterside campus, New South Bridge Road, Northampton. It has a conference hall and 32 bedrooms accessible by lift and stairs, with accommodation being secure and only accessible with a hotel guest's key card. The hotel's in-room facilities include complimentary Wi-Fi, chilled water (on request), coffee and tea making facilities, free view TV, direct dial telephone, iron, and ironing board, safe and ensuite bathroom with shower and complimentary toiletries. See pictures in Appendix

The Cranfield University, UK, owns businesses, including:

An airport

Aerospace Intelligent Research Centre (AIRC) fosters collaboration between industry and academia and provides capabilities comparable with leading aerospace facilities across Europe and the world. One of AIRC's unique features is its focus on integration, where new aerospace technologies are rapidly developed and tested for current and future aircraft and airspace concepts. The Centre has laboratories dedicated to aerial autonomous vehicle and engineering photonics.

Intelligent Mobility Engineering Centre (IMEC) supports the teaching of Master's students on courses including Automotive Mechatronics, Automotive Motorsport Engineering and Advanced Motorsport Engineering and Advanced Motorsport Mechatronics. The Centre also supports MSc covering the engineering of driverless road vehicles and has clients, including Nissan, Oxbotica, Jaguar Land Rover, Honda and Westfield. These companies use IMEC to support their research activities.

Cranfield Management Development Centre (CMDC) is a purpose designed dedicated residential conference centre comprising 12 lecture and meeting rooms with 30 dedicated syndicate areas. The world class AV equipped rooms are located around central refreshment areas ideal for session breaks and networking. 186 en-suite bedrooms, restaurant, private dining areas, and licensed bar allows delegates to relax and network conveniently close at hand. The Centre is a member of the Meetings Industry Association and has received accreditation.

The Faculty of Management owns and manages a hotel. See pictures in Appendix.

University of Reading, Reading, UK

Founded in 1892 as a University of Oxford extension college, Reading gained its Royal Charter in 1926. More than 150,000 students from 180 different countries have studied at Reading, with their first international student from Kenya enrolling in 1908.

Entrepreneurship Education as a course of study is open to interested students from all disciplines. Academic staffs use a variety of teaching methods including lectures and seminars, case studies, entrepreneurship and business scenarios, with distinguished visiting speakers and entrepreneurs. In addition, students can participate in The Entrepreneurship Project (TEP), which is a live case study, where students undertake a consultancy intervention with local firms. At the end of the session, students in groups of not more than 5 and not less than 2, display their business ideas and are judged by experts in the academia and in the enterprise world – established and renowned Entrepreneurs; there are usually no written examinations. Over 180 students from the University of Reading showcased their business ideas and proposed

business start-up strategies to a panel of local business experts in July 2021, as part of the Thames Valley Innovation Festival.

The students have been working in teams to develop business and social venture ideas under five themes: Health, Environment, Home Automation, Professional Services and Food Technology, as part of a course module in entrepreneurship, which all students, undergraduate or postgraduate can take at the University.

The exhibition ran along the lines of a trade show and the young entrepreneurs were assessed by pitching their innovative ideas to a group of 30 local business judges and tutors. Some of the ideas are sponsored right at the exhibition ground and a lot of renowned businesses have emerged.

The university wholly owns the following companies/ enterprises/ investments:

- ❖ University of Reading, Malaysia (RUMAL)
- ❖ Thames Valley Science Park Ltd
- ❖ Henley Business School Ltd
- ❖ Reading Real Estate Foundation
- ❖ Henley Business Angels Ltd
- ❖ Henley Business School Ltd (South Africa)
- ❖ Henley Business School Germany

Henley Business Angels (HBA) is a network of experienced business leaders, successful entrepreneurs, and investors. The network's aim is to facilitate opportunities for members to invest in and mentor registered early-stage businesses launched by entrepreneurs who graduated from or are connected with Henley Business School and the University of Reading. Henley Business School, University of Reading, is a truly international business school with more than 80,000 alumni in over 160 countries. It is one of the oldest and most respected schools in Europe.

This Inaugural Lecturer was a participant observer in the Entrepreneurship class of 2007/2008 academic session during her post-doctoral fellowship. I attended many conferences and seminars on entrepreneurship, sponsored by the Commonwealth Scholarship Commission (CSC), of which I am an alumnus and mentor. My research topic was “Developing entrepreneurship education programme for higher education institutions in Nigeria”. On my return, I submitted a copy of my research report to the then Vice-Chancellor, containing recommendations of how to teach Entrepreneurship Education to achieve the aim of making students and university entrepreneurial. Mr Vice Chancellor Sir, I have represented those recommendations in the appendix, knowing full well that the curriculum provision of NUC on the teaching of Entrepreneurship is a benchmark. They are worth considering.

With the permission of the then Vice-Chancellor and levies from the 4000 students population, I built and furnished a 100-capacity Business Education Studio – a section Business Education Office meant to train our students hands-on (entrepreneurship education) and make some money (entrepreneurial) for the Department. The studio was commissioned in June 2006 and the Department and the Faculty and even the university community has been enjoying. For the Department, it is dual benefits - as a place of learning and the office – getting some money as a Business Centre. See appendix for the photo of the Studio. Permit me to disclose that, in less than two months of my appointment as the Director of Institute of Education, we are already negotiating to run an evening PGDE programme.

As a person, I am enterprising. As a student, I always had holiday jobs that gave me some money to help me carry on. As a member of the National Youth Service Corps (NYSC) far back in 1982/83, in Kaduna, I was engaged as a Typist in a private company where I worked in the evenings after close of work from my primary assignment post, which was The Federal Training Centre, Kaduna. As a Lecturer in the Federal Polytechnic, Bauchi, for twelve years, I

owned and operated a 'mama put' kiosk, where I engaged an Assistant Cook and two of my students on part time basis. I had always done genuine small businesses to boost our family income and cope with extended family demands and charity.

Entrepreneurial universities in Canada

Entrepreneurship has swept across Canadian universities as more and more Millennials become determined to bring their ideas into reality. Shows like Dragon's Den have gained popularity and encouraged a newfound fascination for new ventures.

Bishop's University, The Dobson-Lagassé Entrepreneurship Centre. Just being on the Bishop's University campus gives you the feeling of innovation and leadership. The Dobson-Lagassé Entrepreneurship Centre provides a variety of services and resources to students, including 'speed-coaching' events, luncheon meetings, mentoring, and student projects with real-world start-ups.

Wilfred Laurier University, Laurier LaunchPad Laurier is simply a leader in the field when it comes to entrepreneurship education and 'start-up' culture on campus. The Laurier LaunchPad is a particular highlight. It is an incubator program for students who want to start a business while at university. So far, it has achieved outstanding results with several investor-funded and successfully operating businesses.

Queen's University, Centre for Business Venturing. Queen's University has been able to pool a tremendous number of resources and focus into the development of their Centre for Business Venturing. Summer venture programs for students, additional entrepreneurship courses at the Smith School of Business, and world-renowned conferences and competitions - including the Queen's Entrepreneurship Competition - are just some of the entrepreneurial highlights at Queen's.

Brock University, BioLinc. Being one of the few universities in the world located on a UNESCO Biosphere Reserve, Brock University has naturally emerged as a leader in health and bioscience education. Their entrepreneurial focus is on the same field; however, they have done an excellent job in ensuring students from cross-disciplines have the resources and support to start their own businesses. For example, the Deborah E. Rosati Entrepreneurship program allows co-op students to launch a business for a co-op work term and earn up to \$10,000.

The University of Waterloo, VeloCity. Prime Minister Justin Trudeau and Bill Gates have publicly advocated entrepreneurial capabilities of the University of Waterloo. It is no doubt they are a leading institution for students looking to launch new businesses. The university promotes entrepreneurship on all levels. The Master's Entrepreneurship is designed for students who want to build businesses between classes.

Ryerson University, DMZ. Ryerson is one of Canada's leading universities when it comes to innovation and entrepreneurship. The DMZ (formerly known as the Digital Media Zone) is a major contributor to their success in this area. Located in the heart of downtown Toronto, the DMZ supports digital start-ups in the early stages of their development, and has achieved major success stories, including 500px and Soapbox.

University of Western Ontario, Pierre L. Morrisette Institute for Entrepreneurship. The Pierre L. Morrisette Institute for Entrepreneurship - part of Western Ivey's business school - is globally recognized as a premier centre for entrepreneurship research and education. The Institute provides entrepreneurs with the tools, resources, and discipline to find their feet and bloom in the competitive world of business.

Acadia University, *Acadia Entrepreneurship Centre "Launchbox".* Established 25 years ago, the Acadia Entrepreneurship Centre has provided entrepreneurial programs for not just students, but for individuals, businesses, and non-profits. Their "Launchbox" is where innovative student ideas take off. They provide pop-up ideation events around campus, summer accelerators, 'business video game' competitions, pitch events, and more.

St. Francis Xavier University, *StFX Enterprise Development Centre (XEDC).* The Gerald Schwartz School of Business is known for producing top business talent and is a keen encourager of an entrepreneurial spirit. Many programs have been created to help develop student potential and increase their drive to succeed. The StFX Enterprise Development Centre (XEDC) hosts a variety of events and activities for students and community residents interested in launching their own businesses.

The University of British Columbia - Vancouver Campus. Budding entrepreneurs at the University of British Columbia have a program called e@UBC, which provides them with a wide variety of resources and services to launch their start-ups. Seed funding, on-campus lab space, and an accelerator program called Lean LaunchPad are just some of the support systems that students have on hand.

University of Toronto. Entrepreneurship Week was held March 8-11, 2021, virtually. U of T's entrepreneurial community and campus accelerators is an online celebration of the positive impact that innovation and start-up activity can have on the economy, health, and the planet. With over 500 new ventures launched in the past decade, U of T is one of world's top 10 university-managed incubators and number 1 in Canada for research-based start-ups.

University of Toronto entrepreneurs have created more than 500 companies, securing over \$1.5 billion in investment over the past decade. Its research strengths in areas such as health sciences, AI and

information technology converge to launch game-changing start-ups that transform lives in Canada and around the world.

4. WHAT IS THE INCOME STRUCTURE OF NIGERIAN UNIVERSITIES?

It is important to know the income structure of Nigerian universities to understand why it is almost a must to invest in businesses to generate revenue to cope with the enormous expenditure in the university system.

Subventions- This is periodic income from the owners (Federal, States and Private Owners). This Constitutes the largest pool of fund and when is not available, the crises such as non-payment of salaries and inability to discharge financial obligations ensue.

School Fees- This is the second largest income which is mainly from the students, the higher the population, the more the income but this population could be limited by infrastructures in the university. The students' attraction to any university is determined by the courses, physical infrastructure, and the achievement of the alumni in various fields of endeavors, the merit or otherwise regarding admission process, the experience of the current students on campus among others.

Grant – This is one of the successful income sources most especially public Universities in Nigeria. The largest donor in Nigeria is TETFUND (Tertiary Education Trust Fund). This agency has intervened in the area of infrastructure in most of the Universities and other tertiary institutions, training for academic staff among other intervention.

Rent from Properties – Most Universities especially the old ones own properties which could be let out or use for commercial purposes like halls for meetings, conferences and seminars.

Donation – This could come from Alumni, Parents' forum, corporate bodies/high net worth individuals, and public/multilateral agencies.

Research Fund – This constitutes few percentages of income generated by university through academic staff. Many of the academic staff are unable to access research funds from multilateral/donor agencies across the world because of poor level of research thereby denying their universities this source of income. This fund is domiciled in the University purse and disburses for the purpose meant for. The university is entitled to a percentage of commission for domiciling the fund to its account.

Internally Generated Revenue (IGR). This is dividend earned from either quoted or unquoted investment, rent from properties, dividend from profit earned by university owned investment companies, interest from fixed deposit, money and capital markets instruments. This type of fund can only be accrued to the University system depending on the creativity of the Bursar and his team. Most Universities do not exploit the advantage of short term investment, especially from money market instruments. They only place their cash on calls or fixed deposit.

5. HOW ENTREPRENEURIAL IS RSU, PH?

The Guardian reported on April 30, 2021 that “The Rivers State University and the University of Port Harcourt are carving a niche for themselves in establishing entrepreneurship businesses to enable them survive the present economic downturn”. The report continued: “Rivers State University was establishing thriving cattle, pigs, birds and fish farms, among others, just as the management was also resuscitating its water factory to boost its Internally Generated Revenue (IGR)”. Lofty ideas, we look forward to beholding them.

I was a member of the RSUST Investment Committee chaired by then Dr. L.C. Obara, now a Professor, in 2016, with a mandate to “identify the various businesses of the university and to determine the means of revamping them in order to generate more revenue”. The university's main entrepreneurial activities are rent-based, apart from the community bank, The Centre for Continuing Education (CCE), The

Consultancy unit and the recently established bookshop. They are, among others:

- ❖ Shopping Complex having 78 shops, managed by a General Manager who reports to the DVC Administration, who is in charge of the investments in the university. The shops are all rented out and rents payable to the UST Business Account. The Chairman of the University Investment committee also reports to the DVC Admin.
- ❖ Restaurant at the Shopping complex, other small restaurants and 'mama puts' in different parts of the university pay rent.
- ❖ Banks on campus pay rent to the university. The structures belong to the university and rents are paid based on the MOU reached at inception.
- ❖ The telecommunication Mast installed on the university premises generate revenue.
- ❖ IT operators in the campus
- ❖ The Faculty of Agriculture farm
- ❖ Nkpolu Community Bank: Nkpolu-UST Community Bank was incorporated as a private limited liability company on 28th August 1995 and commenced banking operations immediately. It was issued a provincial license by National Banks of Nigeria in 2002. Its operational base is on the campus of Rivers State University, then Rivers State university of Science and Technology, Port Harcourt. The bank supports low-income earners and entrepreneurs on the campus and its environs in terms of accessibility to financial services, skills and business development. Arrangements are on top gear to transform it into a Micro finance bank. The sharing formula of profits is 60 per cent to the university and 40 per cent to other stakeholders, including the shareholders.

- ❖ Fuel station on campus is on lease
- ❖ University bus/taxi park
- ❖ The Radio station
- ❖ The Consultancy unit in charge of Rotimi Amaechi Centre for Advance Manufacturing (RACAM), managed by Brainbox Metric Services Ltd on contract agreement; Oil & Gas in the old site, etc.
- ❖ Bookshop, recently commissioned

The establishment of RSU's Business School is a great step in the right direction. It should be solidly founded and sustained.

Interviews with the Deputy Vice-Chancellor (Administration); Director, Entrepreneurship Development Centre; Director, IPTTO; Director, Consultancy; Investment Committee Chairman, Registrar, Bursar, reveal that the university is making frantic efforts at:

- (i) resuscitating the water plant, which is at the investment stage, hopefully in the first quarter of 2022
- (ii) resuscitating Agricultural farms
- (iii) kick-starting a bakery
- (iv) kick-starting an Eatery
- (v) establishing a printing/publishing house
- (vi) getting investors for (a) Periwinkle Deshell Device (b) Electrical Control Device (c) Particle segmentation Device

6. WHAT ARE MY CONCLUSION AND THE WAY FORWARD (RECOMMENDATIONS)?

Conclusion

Different approaches are used to define an entrepreneurial university. These definitions propose guidelines that characterize such institutions. Leadership and governance are key components that define this framework because it promotes an entrepreneurial culture. In addition, organizational capacity, incentives, and people can either be a limit or an opportunity to the efforts of a university to become entrepreneurial. However, integrating entrepreneurship development in learning and teaching should involve both staff and students. Therefore, university as a pathway for entrepreneurs involves many processes that require support from different stakeholders. This pathway requires collaboration and partnership with professional bodies, alumni, businesses, regions, and public sectors. Finally, an entrepreneurial university should reflect an international perspective in its objectives. Internationalization enhances performance of a university; therefore, higher education as a pathway to entrepreneurship, involves the need to reflect an international perspective.

The way forward (Recommendations)

Given the increasing role of intellectual property (IP) in academic research, our academic scientists should gain greater awareness and knowledge of the various issues involved with IP resulting from their research and inventions.

Identify and establish an innovation support organization that should have a holistic approach assessing the driving forces and network capabilities of the inventor(s) as an important part of the invention. This, as well, should be able to support academic engagement in technology transfer through other channels such as

collaborative projects. Efforts should be kindled to source for Investors for the already patented Devices in the IPTTO office.

In the aspect of teaching Entrepreneurship, Akpomi (2008) recommended delivery of the course to be tripartite in nature, involving academics, students and practicing entrepreneurs (see appendix). This tripartite nature is represented in the diagram below, which I call Tripartite Entrepreneurship Development (TED) framework.

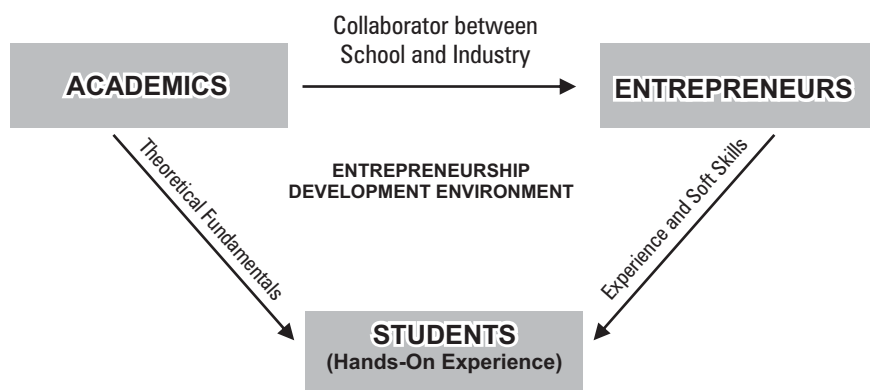


Figure 5: The Tripartite Entrepreneurship Development (TED) framework

The framework explains the environment that encourages sound entrepreneurship skill development. The students are in the center of the process. Theoretical foundations for entrepreneurship are laid out for students by academics, thereby exposing students to the “why” of entrepreneurship. Entrepreneurship educators teach the students the philosophy of entrepreneurship, the characteristics of successful entrepreneurs, personality traits of entrepreneurs and business ownership structures. Students' interaction with theoretical fundamentals will lay the foundation for entrepreneurial practice.

The entrepreneurship development also includes the experiences that entrepreneurs in the industry provide. Students should be exposed to the experiences of these entrepreneurs. This is done

by letting the students have hands-on learning in skill areas. Vocational skills are laid out for students to take hands-on exposure. Areas like bead-making, fashion design, soap making, GSM repairs, Cake baking and so on, should form part of entrepreneurship practice

In summary, the learners (apprentices) are at the centre; they are the students on one angle, who are expected to have their hands on the practice of the fundamentals (theory) that the Academics have imparted on them, in addition to the soft skills and experiences expressed by the Entrepreneurs.

Observation shows that finishing touches are being put in place at the EDC, managed by Entrepreneurship Innovation, even though it is under use – there is more than enough room for improvement. The Director, EDC, with the assistance of Academics, is already providing the fundamentals; the students are ready for hands-on experience. What is needed here is the urgent COMPLETION AND EQUIPPING OF THE CENTRE.

Students from all disciplines should be allowed the freewill to choose and take the practical aspect of the course. This is because students have a particular expectation about a programme (Smith, Collins and Hannon, 2006). Agreed, NUC instructed that all students should take Entrepreneurial studies – for fundamentals, YES, but practical, NO! Interest is of paramount importance here. It is a case of successfully forcing the horse to the stream but unable to force the horse to drink. NOT ALL GRADUATES CAN BE ENTREPRENEURS.

Organize an Entrepreneurship week where staff and or students' business ideas are exhibited before entrepreneurship experts and business tycoons. Some of such business ideas may be translated into products and sponsored.

Suggested business ventures for the university are:



Plate 1 - Suggested business ventures for the university

The above are business opportunities in our university's community

I commend Management for the establishment of the university's bookshop, efforts should be made to sustain it and make it profitable. The publishing and printing unit in the library should be moved to the bookshop.

The Home Science Management Teaching Cafeteria should be upgraded to a full blown Restaurant, serving continental dishes, open to the University and environs that should compete favourably with 5-Star Hotels. It is not a bad idea for Senators, once a month, after several hours of 'brain rigours', be treated to a 3-course sumptuous meal with Avgolemeno as a starter. in the Restaurant, sponsored by the university's management.

Confectionaries should be produced by the Catering Department. There is no reason why Bread, for example, should not be sufficiently produced for the university's community.

The planned revival of Bottled and sachet water production should be quickened and soft drinks, juice and wines added.

For Agriculture, farms (poultry, fish, piggery, etc) as reported by The Guardian and mentioned above, should also be hastened up and commercialized. The university management should fund the Agric Farms, as a matter of urgency. If this is done, there will be food sufficiency for the university community and money for the university.

The Guest house should provide hotel services, be open to the public and gradually, metamorphose into a full-blown hotel.

The Technical Education, Mechanical and Electrical Workshops should be made to produce needed items for the university and commercialized.

I challenge every Faculty and Institute to come up with proposed business ventures.

Steps for University's investments

To float a venture/enterprise or an investment company for the University, the following steps must be followed:

- Create a Special Purpose Vehicle (SPV) which will be incorporated through Corporate Affairs Commission
- Engage a consultant to prepare a business plan with more emphasis on the following:
 1. Governance Structure
 2. Business and Staff Structure
 3. Viability and Feasibility of Investible areas

Governance structure

- (i) The investment company must be run like a private company.
- (ii) There must be an independent Board of Directors with duties, functions and roles as specified in the Company and Allied Matters Act (CAMA), and all other regulations governing corporate body.
- (iii) The University Governing Council must not interfere with the policy issues regarding the Investment Company.

The following members are recommended as members of the board:

- ❖ Chairman, who must be on part-time from outside the University Community. He/she must be an individual with high level of integrity and exposure in commerce and industry,
- ❖ The Vice-Chancellor, who serves as the Vice-Chairman in case Chairman resigns/death before the appointment of another substantive Chairman.

- ❖ The Deputy Vice-Chancellor-Admin,
- ❖ The Bursar,
- ❖ The Managing Director of the Ventures/Investment Company
- ❖ 2 independent directors with vast background in investment companies.
- ❖ The Board should have three committees, viz: Finance and General purpose,

Establishment Committee and Audit Committee - their reports must be submitted to the Board for final approval.

It is recommended that the Board meets three times in a year, and any other time, should the need arise (emergency).

The remuneration of the first board should be determined by the Governing Council and subsequent ones at the Annual General meeting (AGM).

The Board should have a 3 -year tenure, renewable upon satisfactory performance.

The reports of the Board regarding Sales and Disposal of any assets of any units should be subjected to the approval of the Governing Council of the university.

The Company must hold AGM in which the Registrar and Deputy Vice-Chancellor (Academic) should represent the University where accounts/financial statements will be presented for adoption and any other statutory businesses for an AGM according to CAMA should be transacted.

The registrar who is the secretary to the Council now prepares the report of the AGM to the Council for information and deliberation.

The Council can only interfere when the assets of the University is to be disposed or to be converted for other

purposes. The Constitution of the Board is in the hand of the University's Management.

Business Structure and staff structure

The business structure should focus on the following:

- Establish business that has impact on the University's community,
- Integrate the company with the academic community such that the products from research are converted to commercial. (Farm produce, confectionery/ beverages, Hospitality and Tourism etc.)

There must be a coordinating unit which should serve as headquarters and investment Company for the university, for the purpose of coordinating the Strategic Business Units

The Coordinating unit must be a limited liability company with lean staff structure

- The staff should be recruited through competitive process and must be purely on merit.
- The staff at the Headquarters must be lean and knowledge driven

Recommended:

1. The Managing Director, for a tenure of 5-year, renewable upon satisfactory performance,
2. The Finance and Admin Manager,
3. The Audit Manager,
4. The Investment and Business Development Manager.

These officers should form the Group Management team whilst each Strategic Business Unit be headed by a manager who should be responsible to the Managing Director through the Investment and Business Development Manager.

5. Each unit should be a profit center and headed by a manager. The Audit Manager should serve as the auditor for all the units for the purpose of vetting all transactions before payment is made. He must submit a written monthly report to both the Chairman and Vice Chairman of the Board.
6. The Investment and Business Development Manager is to serve as the knowledge base of the ventures by creating new businesses and ensuring that the existing ones are profitable and sustainable.

Suggested Funding options:

Seed Investment from the University through Cash and Donation of Properties

Transfer of uncoordinated and disjointed of university investment to a single investment vehicle/venture

Surplus fund from Grant/Donation/Subvention

Rice processing fund – N10billion fund size

Sugar fund – N200 billion

Dangote/BIO SME Fund – 5billion fund size

Nigeria Small Growing Business Loan Scheme - \$500million fund size

Business development fund for women – N90billion fund size

SMEDAN Fund – N50million fund

CBN 9% Manufacturing fund

Final Conclusion: Margaret Akpomi's Three I's model of Entrepreneurialism with shades of black notation, 2021

I finally conclude this inaugural lecture by presenting the Margaret Akpomi's "Three I's Model of Entrepreneurialism with colour notation"

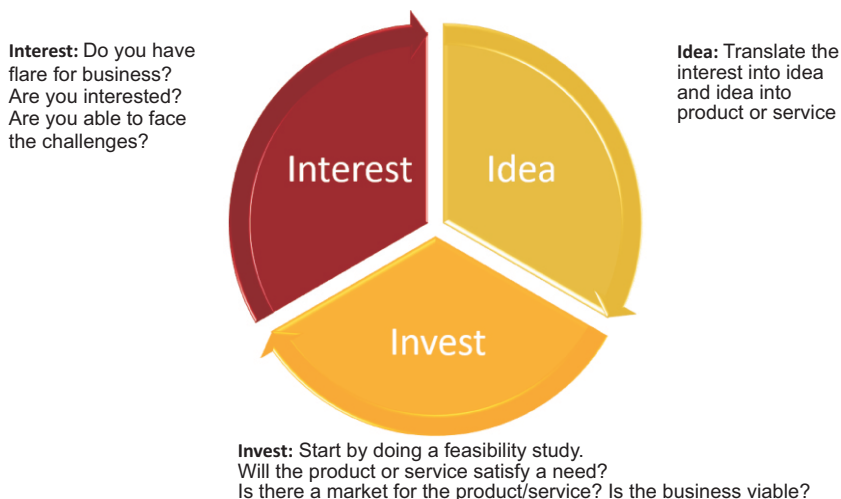


Figure 6: Margaret Akpomi's Three I's Model of Entrepreneurialism with colour notation, 2021.

The Three I's of Entrepreneurialism is associated with colours and meanings. Consequently, the first I –Interest is MAROON which denotes Strength, Ambition, Creativity and Excitement (SACE); Interest must be backed up by SACE. The second I –

Idea is GOLD OR AMBER which denotes Positivity, Energy, Wisdom, Courage/Compassion (PEWC); Idea must be backed up by PEWC. The third I –

Invest is ORANGE which denotes Abundance through Determination to Succeed (ADS).

Even as one Invests, Interest in the business must be constantly rekindled and the Idea improved upon, to improve product(s)/service(s) or diversify and expand Investment for more revenue. So the circle is continuous.

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APPENDICES



Appendix 1a(i): DSUST Alignment and Wheel Balancing Centre



Appendix 1a (ii) DSUST Ozoro Alignment and Wheel Balancing Centre



Appendix 1 b: DSUST Barbing Salon



Appendix 1c: DSUST Beauty Care Salon



Appendix 1d: DSUST Fashion and Design Workshop



Appendix 1e: DSUST Soap Making and Chemical Centre



Appendix 2a: NDU Fishery Unit



Appendix 2b: NDU Pharmaceutical Products – Detergent



Appendix 2c: NDU Pharmaceutical Products - Izal



Appendix 2d: NDU Water Production Unit



Appendix 3a(i): Tailoring Practice 1 Tasued
2021-07-13 At 12.45.55 pm



Appendix 3a(ii): Tailoring Practice 2
Tasued 2021-07-13 At 12.45.56 pm



Appendix 3b(i): TASUED Guest House - commercialized



Appendix 3b(ii): TASUED Guest House (Room)



Appendix 3c: TASUED Security outfit - commercialized



Appendix 3d: TASUED Water production plant



Appendix 3e: TASUED Ventures Limited



Appendix 4a: Pan Atlantic University, Lagos Airline Group



Appendix 4b(i): Pan Atlantic University, Lagos Business Exhibition



Appendix 4b(ii): Pan Atlantic University, Lagos Business Exhibition 2



Appendix 4b(iii): Pan Atlantic University, Lagos Business Exhibition 3



Appendix 4c: Pan Atlantic University, Lagos Heritage Bank



Appendix 4d: Pan Atlantic University, Lagos Business School



Appendix 4e: Pan Atlantic University, Lagos EDC Market Place



**UNIVERSITY OF PORT HARCOURT
ENTREPRENEURSHIP CENTER (UPEC)
IN COLLABORATION WITH**

**CORRECTOR02 COSMETICS
& CRAFTS ACADEMY**



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GET A SKILL (GAS) (CERTIFICATE INCLUSIVE)

COURSE MODULES	DURATION	FEE
LIP STICK LIP GLOSS FACE FOUNDATION SUNSCREEN FACE POWDER	3 MONTHS	N29,000.00
MULTI-PURPOSE LIQUID WASH LIQUID BOD WASH BAR SOAP	3 MONTHS	N21,000.00
HAIR SHAMPOO HAIR CONDITIONER BAR SOAP	3 MONTHS	N21,000.00
GIFT FRAGRANCE DIFFUSER FRAGRANCE AROMATHERAPY PERFUME	3 MONTHS	N21,000.00
SCENTED OCEAN CANDLES SCENTED PILLAR CANDLES FACE AND BODY OIL	3 MONTHS	N21,000.00
STICK DEODORANT LIQUID DEODORANT PERFUMES	3 MONTHS	N21,000.00

* Payment Terms are flexible and negotiable
* Students can pay for an individual craft
in a Module for the sum of N8,000
* Classes resume 2nd April, 2021

* Application Forms are available at
University of Port Harcourt Entrepreneurship
Centre and at our Office on:
No. 77B Rumuogba Housing E

Bank Name: MICROFINANCE BANK LIMITED
Account Name: ENTREPRENEURIAL CENTRE UNIPORT
Account Number: 0152822249

Note: ALL APPLICANTS ARE EXPECTED TO
PAY AN UNREFUNDABLE APPLICATION FEE
OF 500 NAIRA ONLY

**ADDRESS:
UNIVERSITY OF PORT HARCOURT, CHOBA, RIVERS STATE**

Appendix 5a: University of Port Harcourt, Get A Skill (GAS) flyer.



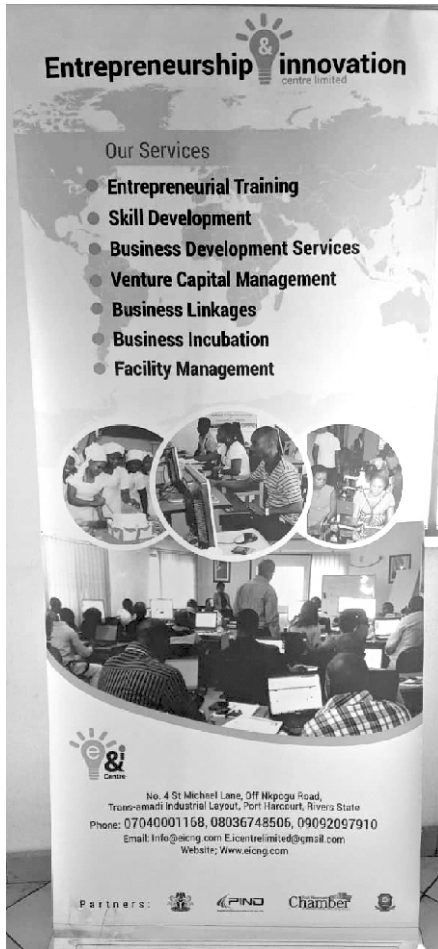
Appendix 5b: University of Port Harcourt, Bottle water



Appendix 5c: University of Port Harcourt Business School



Appendix 5d: University of Port Harcourt Farms



Appendix 6a(i): Rivers State University EDC managed by Entrepreneurship Innovation



Appendix 6a(ii): Rivers State University EDC Tailoring Room



Appendix 6a(iii): Rivers State University EDC Tailoring Room



Appendix 6a(iv): Rivers State University EDC Tailoring Room

THE SKILLS TRAINING PROGRAM			
S/NO	FACULTY	NO OF SKILLS	VOCATIONAL SKILLS WORKSHOP FOCUS
1	Faculty of Agriculture	1	Horticulture/Seeding
		1	Fisheries
		1	Piggery
		1	Snail Production
		1	Poultry
		1	Bakery
		1	Confectionaries
		1	Catering Services
		1	Fruit Juice Extraction/Bottling
	TOTAL NO OF SKILLS	9	
2	Faculty of Engineering	1	Plumbing
		1	Domestic Electrical Wiring
		1	Brick Making
		1	Metal Work/Fabrication
		1	Tiling
		1	Refrigeration and Air Conditioner Maintenance
	TOTAL NO OF SKILLS	6	
3	Environmental Science	1	Brick Making
		1	Landscaping
		1	Feasibility Studies/Project Appraisals
		1	Housing/Estate Development
		1	Domestic Waste Management (Pest Control, Weed Control, Fumigation, etc.)
		1	GSM Mask Distribution and Configuration. (Laptop, Mobile Phone Repair and maintenance
	TOTAL NO OF SKILLS	6	
4	Law	1	ADVOCACY
			Out Reach Legal Services
			Street/Pro-Bono Services
			Legal Drafting
		1	Photography/Media Coverage
		1	Interior Decoration
	TOTAL NO OF SKILLS	3	
5	Science	1	Production of Scouring Powder for Washing of Kitchen Utensils
			Air Freshener, Toilet Cleaner, Glass Cleaner, Antiseptic Disinfectant, Car Wash
		1	Website Creation
		1	Public Speaking
		3	
	TOTAL NO OF SKILLS	3	
6	Technical and Science Education	1	Electrical Wiring
		1	Metal Works and Fabrication
		1	GSM Mask Distribution and Configuration- (Laptop, Mobile Phone Repairs Maintenance)
		1	Plumbing
		1	Business Plan / Feasibility Studies
		1	Photography/Media Coverage
		1	Sewing/ Tailoring and Fashion Design
		1	Interior Decoration
		8	
7	Management Science	1	Business Plan / Feasibility Studies
		1	Photography / Media Coverage
		1	Website Creation
		1	Film Production
		1	Social Media Skills (Blogging)
	TOTAL NO OF SKILLS	5	
8	Social Science	1	Business Plan / Feasibility Studies
		1	Photography / Media Coverage
		1	Web Creation
		1	Film Production
		1	Social Media Skills (Blogging)

Appendix 6a(v): Rivers State University, Entrepreneurs skills taught in the Entrepreneurship Development Centre



Appendix 6b(i): Technology Education Demonstration Workshop in RSU, PH.



Appendix 6b(ii): Technology Education Demonstration Workshop in RSU, PH.



Appendix 6b(iii): Technology Education Demonstration Workshop in RSU, PH



Appendix 6c: RSU, PH Oil and Gas Training Institute*



Appendix 6d(i): RSU, PH Shopping Complex



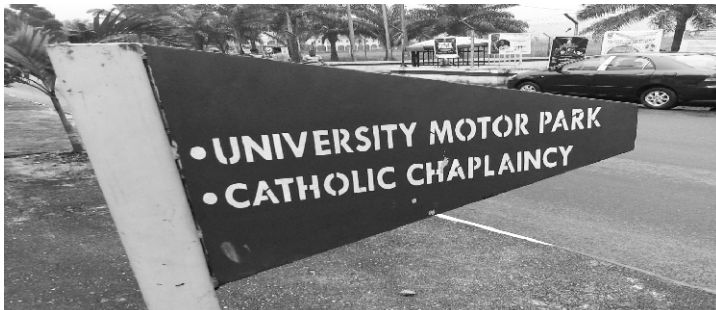
Appendix 6d(ii): RSU, PH Shopping Complex



Appendix 6e: RSU, PH Nkpolu-UST Microfinance Bank Limited



Appendix 6f: RSU, PH Bookshop



Appendix 6g(i): RSU, PH Bus Station/Park



Appendix 6g(ii): RSU, PH Bus Station/Park



Appendix 7a: Cranfield University
Aerospace Intelligence Research Centre



Appendix 7b: Cranfield University,
Uk Intelligent Mobility Engineering Centre
(IMEC)



Appendix 7c: Cranfield University,
Uk Management Development
Centre



Appendix 8a: University of Reading, Reading, UK., Henley Business School



Appendix 8b: University of Reading, Reading, UK Henley Business Angels



Appendix 9a(i):
University of Northampton, Uk,
Sunley Hotel



Appendix 9a(ii):
University of Northampton, UK,
Sunley Hotel

MO1	CONCEPT DEVELOPMENT	MAKING IT REAL	REALITY BITES
SESSION 1: My future Lines Lines Lines The entrepreneurial Graduate Characteristics of the Entrepreneur	SESSION 2: The Entrepreneurial process Business planning Social Ventures SESSION 3: Inspiring Ideas: Interactive brainstorming and creativity Protecting ideas Team formation SESSION 4: Entrepreneurial teams Team dynamics Idea MOT - starting some market research plan from insight product SESSION 5: Validation and approach Idea MOT - Analyzing Market research Route to market	SESSION 6: Nuts' Bolts Yomp Exhibition preparation SESSION 7: Exhibition Sharing ideas with those in the know Building up social capital SESSION 8: Marketing The consumer experience Brand and positioning Marketing communications SESSION 9: It's all about the money Entrepreneurial finance Cash flow, profit and loss, balance sheet	SESSION 10: Nitty gritty

Replicated from The Practice of Entrepreneurship 2007/08 Handbook, UoR, p5

Appendix 10: Teaching Entrepreneurship – Suggested Module

- Session 1 – My future:** This introductory session set out the course outline and structure, which points out useful materials and outlines the expectations for assessment and style.
- Session 2 – The entrepreneurial process:** This session gives an overview of the entrepreneurial process involved in a new venture to the market.
- Session 3 – Inspiring ideas:** Students should be helped to open up their minds to methods of gathering ideas, solve problems, and create opportunities during this session.

- Session 4 – Entrepreneurial Teams:** During this session, students are to reflect on their personal skills and their role as a team member. An interactive exercise will help them to determine their Belbin (this is an exercise of questions and multiple choice answers that enables the individual to assess himself, knowing his role in a team – one can have more than one role) team role and the dynamics of individuals who make up each team.
- Session 5 – Validation and Approach:** This session is required to build on the market research introduced in session 3 and help give an understanding of how to identify the best route to market ideas.
- Session 6 - Nuts n' Bolts:** Many stages are involved in starting a business and this session should help students to understand that. They are to work in groups to identify a goal for each of their business ideas and play a business strategy game called 'The Yomp', which allows them to answer the question: what would you do and when would you do it?
- Session 7 – Exhibition:** Groups to exhibit their ideas which will be assessed by a group of judges. The judges would be from academia, successful enterprises and government.
- Session 8 –** This session covers the basic principles of small business marketing.
- Session 9 – It's all about money:** Basic financial aspects of a business plan are to be handled in this session.
- Session 10 – Nitty Gritty:** This session involves looking at the many decisions each student has made as an entrepreneur on a day-to-day basis. Such decisions may relate to legal issues, administration and company formation, human resources, finance and risk.

At the end of it all, students should be made to draw together the whole course in the context of the written business plan. They should analyze, grade, and present a number of business plans.

TEACHING ENTREPRENEURSHIP: SUGGESTED DELIVERY SYSTEM

The impact of having an academic staff deliver such a programme is also significant. The programme is time-consuming. It requires high energy to deliver, and is complex, in that, the events and activities which to some extent are reliable, change frequently. The skill set for delivery is non-standard. In the study of Smith, Collins & Hannon (2006), academics reported that they felt they would require training and would need time to shadow other more experienced academics before being able to lead sessions. Such training would take time and would probably be prohibitive in many Higher Education Institutions (HEIs), where there is pressure to teach high number of students and/or where the research imperative is strong (causing conflict about which activity would take priority).

TEACHING ENTREPRENEURSHIP: SUGGESTED ASSESSMENT PLAN

EE should not be assessed through written examinations. Assessment choices would be challenging for a programme of this nature and it could be argued that any assessment would change the fundamental aims. The programme encourages students to take risks, therefore, any assessment chosen would need to ensure that taking risk is rewarded, an approach that tends to run contrary to the assessment ethos in HEIs in Nigeria.

The assessment of this module should be based on 100% course work. There should be NO WRITTEN EXAMINATION. Students who enroll for this module should be required to fulfill three pieces of course work:

Table 2: Course work requirement

Course work	Weighting
Assessment 1: Group presentations	20%
Assessment 2: Individual Entrepreneurial learning logs (1 per week)	15%
Assessment 3: Individual Business plans	65%

Source: Replicated from the course manual, The Practice of Entrepreneurship (2007/2008) UoR, UK.

The assessment should comprise three areas: a group presentation, business plan and ongoing learning journal entries. In groups of four or five, students should create a business concept and work on developing it into a business proposition. The group presentations will provide an opportunity for the students to present their own market research and route to a market to a number of judges who will be invited to the exhibition day. After the group presentation, students will be expected to work individually and develop a full-fledged business plan.

The learning journal will be ongoing pieces of work where students are expected to reflect on what they learned in the week relating to the module. The learning journal entries can be completed using a website (if the institution has one and is online) or manually.



Plate 3: Commissioning of the Business Education Studio by the Vice-Chancellor.



Plate 4: Cutting the tape to officially open the Business Education Studio during the commissioning on 28 June 2006. From left: The PRO-Mr. Des Wosu, Head of Department-Dr. Margaret Akpomi, Dean of Faculty-Prof. Wey Amaewhule, Vice-Chancellor-Prof. Simeon Achinewhu, Registrar-Mr. M.Y. Oguru and Director of Academic-Planning Dr. Emeji

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Appendix

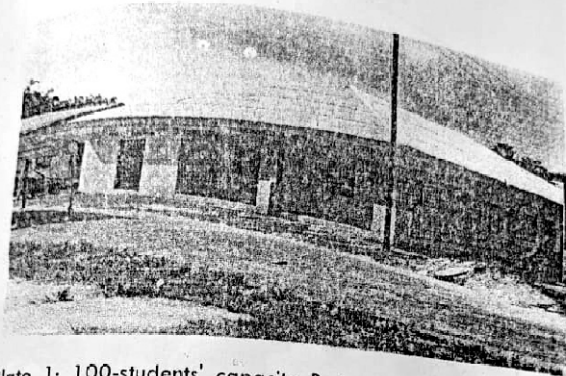


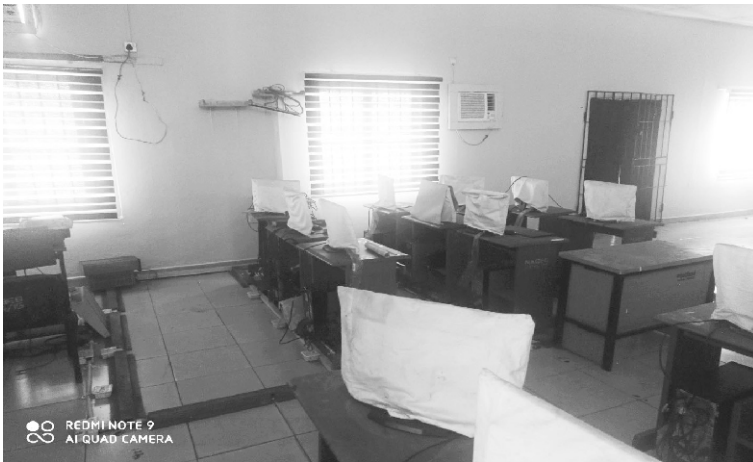
Plate 1: 100-students' capacity Business Education Studio with a Business Office by the left hand side of the building. This building was commissioned on the 28 June 2006.

**This Studio was built through levies of
Business Education Students of 2004/2005
and year 1 of 2005/2006 academic sessions
under the Headship & Deanship of
Dr. Mrs. M.E. AKPOMI & Prof. W. AMAEWIYE
respectively
TO THE GLORY OF GOD
Commissioned today 28th June, 2006
BY
PROF. S.C. ACHINEWHU
Vice Chancellor
Rivers State University of Science & Technology**

Plate 2: The Plaque on the wall of the Business Education studio.



APPENDIX 11a (iii) Front view of the Business Education Studio built with levies from students by Professor Margaret Akpomi – then HOD and commissioned in June 2006.



Appendix 11a(iv) Business Education Studio – inside view

**Original song in Yoruba language
with Sofa notes (Key D):**

Ọjọ ọlẹ yio dara (2 times)

So Mi Do So Mi Re Do (2 times)

lwo ọrẹ mi, gbẹ'kẹ rẹ l'Oluwa,

Mi Mi Re Do So, Do So Mi La La So

Fi ọna rẹ le Oluwa lwo

So So Mi So Do Do Do So Mi So

Ọjọ ọlẹ yio dara

So Mi Do Re Mi Re Do.

English Language translation

Tomorrow will be good (2 times)

O my friend, put your trust in the Lord,

Commit all your ways in the hands

of the Lord,

Tomorrow will be good.

Isoko language translation

Ẹdẹ odẹ ti woma (2 times)

Ogbeyunsu mẹ, fi hudu fi h' Ọghẹnẹ,

Fi h'ewhare kpobi fi hobọ Ọnowo,

Ẹdẹ odẹ ti woma.

Hausa language translation

Gobe za ya yi kyau (2 times),

Aboki na, ka yarda d' Ubangiji,

Ka bar' masa duka hanyoyin ka

Gobe za ya yi kyau.

Igbo language translation

Echi ga 'adi mma (2 times)

O eyim, tukwasi Chukwu obi,

Runyelu Chineke ihe nine n'eme

Echi ga 'adi mma.

Ikwerre language translation

Ekile yoburu ọma (2 times)

Elenyim, tukwasi nkoma nu Chiokike,

Gweru apa Chiokike nha,

Ekile nyoburu ọma.

Appendix 12: SONG AND SOFA NOTES

ACKNOWLEDGMENTS

I thank our able amiable reliable dependable Vice-Chancellor of the Year 2021, Professor Nice Learned Exemplary Reliable Unassuming Magnanimous (NLERUM) S. Okogbule for providing the enabling environment for the presentation of this 72nd Inaugural lecture. I also thank him for the confidence reposed in me by finding me worthy, even in my absence, to appoint me as the Director of the Institute of Education. By the special grace of God, the confidence will be sustained. While thanking you, Mr. Vice-Chancellor Sir, I admonish you and pray for you with the following Biblical words found in the Book of Wisdom Chapter 7, verses 22-26 (Catholic Bible):

“For in him is the spirit of understanding: holy, singular, manifold, subtle, perceptive, lively, chaste, reliable, gracious, loving, good, astute, who forbids nothing beneficial; humane kind, steadfast, trustworthy, secure, having all virtue, watching for all things and grasping all things with a pure and most delicate understanding of spirit. For wisdom is more active than all active things, yet he reaches everywhere because of his purity. For he is a breath of the virtue of God and a genuine emanation from the purity of the Almighty God, and therefore nothing unclean invade him. Indeed, he is the brightness of eternal light and the unspotted mirror of the majesty of God, and the image of his goodness”. THIS IS YOUR PORTION, IN JESUS NAME, AMEN.

Mr. Vice-Chancellor Sir, before I continue my array of gratitude, please permit me to bare my mind on something that has bothered me over the years. It is the use of the word, 'WANT' in praying and showing gratification. I am not a professor of English Language but I speak Queen's English and know the meaning of the word. The English Dictionary defines the word 'WANT' among others, as a wish,

a desire, and an intention to do something. There is clearly a difference between a WISH (wanting) and an ACT (praying or saying 'thank you'). I am therefore, usually dismayed, when some persons, in the act of praying, say, for example, 'Lord, I want to thank you' or standing in the presence of one to whom gratitude is expressed, saying, for example, "I want to thank you". Why 'wishing', when you are already 'acting'? Listener, please when next find yourself saying 'thank you', do not 'want' or 'wish' or 'intend' to, simply say, for example, "Lord, I/we thank Thee" or "Mr. Vice-Chancellor, I thank you".

I thank the Deputy Vice-Chancellors, Administration and Academic, Professor N.S. Okoroma, the Eze himself, our own, from the Faculty of Education and Professor V.B. Omubo-Pepple, our chairman of Academic Ethics enforcement committee, the Registrar, my 'personal person' and friend and secretary – we worked together as a team in the very first Examination Ethics committee of this great university in the early 2000. Somehow, examination ethics, academic ethics and examination conduct have followed me in my academic career. I was the Examination Misconduct committee chairman and the chairman, Examinations Audit committee at the Federal Polytechnic, Bauchi, Bauchi State from 1993 to 1998. In 2003, the then Vice-Chancellor, Emeritus Professor Simeon C. Achinewhu, to whom I am forever grateful, without being prompted, appointed me the Chairman, Examination Ethics Committee of this great university. And only in September this year, our Vice-Chancellor of the year, 2021, Professor Okogbule appointed me a member of the 5-man committee of Academic Ethics Enforcement – thank you so very much Sir. My gratitude goes to Dr. M.L. Audu, the then Rector of the Federal Polytechnic, Bauchi, Bauchi State 1989-1997, for admiring the integrity and hard work in me and believing in me.

Pardom me Mr. Vice-Chancellor, for digressing. I retrace my steps and continue with RSU, PH management team for the good work they are doing. I thank the digital Librarian, Dr. Jennifer Igwella –

incidentally, I mentored her – I supervised her Master's degree research project. To the Bursar, Mr. Ebere, I say thank you for granting me interview audience.

As a young child of 9+ in early 1970, I remember with nostalgia, Mr. Omojola – I thank him for the inspiring song he put in tender and young hearts, then – a song that has never departed from my lips and heart, a song that has inspired me to always entrust my ways to the Lord. Mr. VC Sir, please permit me, together with the Choir, to render the song in the original language of Yoruba. Please turn to Appendix 11 for the song with musical notes and translation in English and Isoko languages; and as a true Nigerian, in Ibo and Hausa languages; and as an indigene, having lived in Ikwerre land for the past 23 years – song in Ikwerre language.

Please Sir, pardon my over-digressing nature – I cannot help myself – I continue from where I digressed. I thank all my teachers at all levels of my education – from my Infant classes (1966 & 1967), through to Standard (1968 & 1969), to Primary (1970-1972), to Secondary (1973-1977), to NTTC, COE - (1979-1982), to University-Degree (1984-1986), to University- post graduate (1989-1998) – the legacies and knowledge deposited in me empowered me in the hands of my Creator to be what I am today. Worthy of mention are Madam Jacobs, a Pakistan and one time Principal of A.G.G.S., Ozoro, Delta State; Dr James Urwick, a Briton, who is streaming live online, watching this inaugural lecture from the United Kingdom and late Professor S.U. Udoh – they both supervised my Ph.D research project in the University of Jos, Jos.

I am grateful to Professor Nass Rassool of the University of Reading, Reading, UK, who accepted and supervised my post-doctoral research project, together with the Entrepreneurship teaching team, then, at the University of Reading; they launched me into the world of 'Entrepreneurialism'

My friend and Ph.D school mate at the University of Jos, Professor Christy Ugodulunwa, who is here live, all the way from Awka – thank you for being instrumental to obtaining my PhD. My close friends, Margaret Ujerekre, Olapeju Obembe, Omoyemi Adeboye, Ruth Mamman and late Lydia Ogbaji (God rest her soul; my senior sister and friend, Mrs Constance John; Dr. Joy Agumagu, Thank you for being there through thick and thin.

My classmates and colleagues at NTTC, now FCE(T), Akoka, Lagos, Yemi Adeboye, Florence Oguah, Divine Chiorlu, Ugo Kalu, Adaugo Nwaogu, Theresa Oteka, late Ifeoma Odimega, Joshua Olowookere, Samuel Adeotan, Johnson Olusanya, John Abumere, Idowu Olaleye, Benjamin Oyathelemi, Bode Asaolu. Daramola Biodun, Tony Ikharo, Ojo Jackson, Ade Abatan and a host of others that brain has failed me to mention – you are always on my mind – thank you for the good times we had as class and school mates.

The search light of gratitude is now beamed on our great Faculty – The Faculty of Education. Our Dean, Professor Joseph Vipene, “Okò e”, Sub Dean, Professors, Heads of Departments and staff, especially, Professor Wey Amaewhule – the father of Business Education Department, who has always acknowledged my dexterity and hardwork; Professor Ndubisi Amadi – the man who 'works hard', not 'hardly working'; Professor Paulinus Okwelle, the Executive Secretary of National Commission of Colleges of Education – thank you all for being there.

Professor Cecil Buseri of Niger Delta University (NDU) in Bayelsa State, one time Dean of our Faculty was instrumental to my employment in this great university in 1999 – remain blessed. Dr. Paul Igbongidi of NDU, Dr. O.C, Ikpesu; Dr. Godwin Bupo, and Christopher Ohaka assisted in data gathering for this lecture – I truly appreciate your efforts. All the students of the faculty, especially my students – under graduates and post graduates – PGDE/PGDTE of 2020/2021, graduated and present – let me mention a few, Dr. Victoria Sam-Kalagbor, Felicia Stewart, Ibitoroko Ben-George, Dr.

Ijeoma Isaac, Dr. Singer Azubuike Singer, Dr. Blessing Obele, Pauline Adjarho and her graduated class of Business Education, Secretarial option 2003 – they are one grateful set of students who have always stood by me; Rotimi Ade (one of my ex-students in Federal Polytechnic, Bauchi, who sends good wishes every Teachers' day for the past 25 years) – thank you; you all are the reason why I am a teacher – Great Students: Great.

Special thanks go to our HOD, Dr. Joy Amesi and my colleagues in the Department of Business Education: Professor Wey Amaewhule, Professor Maureen Koko, Professor Williams Ubulom, Professor Eleanor Amadi, Dr. Boma Dambo, Dr. Christian Ikpesu, Dr. Okiridu Obulord, Nyema Wogboroma, Dr. Godwin Bupo, Dr. Princess Nwineh, Aruchi Nwobike, Dr. Peter Ogwunte, Dr. Chibuike Egbunefu, Tomorrow Onyeso, Mrs Chioma Okeah, Humphery Uchendu, Uche Anireh and Graduate Assistant, Peace Tuwale, for being my 'Business Education' family.

Now to my kinsmen and women: His Royal Majesty (HRM), Barrister Anthony Uvietobore Ogbogbo, Ibuka 1, JP., The Ovie of Ozoro Kingdom; Ozo Idhudhu! High Chief Hon. Miller Daniel Akpoili, The President General (PG), Ozoro Progressive Union (OPU), Ozoro Kingdom; Sir Engineer Henry Odhegolo. Senior Special Assistant (SSA), Project Monitoring, to the Governor of Delta State and Chairman, OML26 Communities Development Board, Delta State; Mr. James Isawhoze, the Chairman of OPU, Port Harcourt Branch and members of OPU, PH branch; the members of Egweya Ozoro – Women wing of OPU, PH branch and all Deltans present, I thank you all for your 'parapoism' support.

My family, nuclear and extended – first, the Obewo-Isawodes – we buried our eldest brother, Sunday Isawode, just few weeks ago, precisely 20th November, 2021 – my brother, who was very proud and fond of me, and wished to be here – God rest his soul; my other siblings: Edward, Anthony, Jimmy, Comfort, Isaac, Kome, Mercy, Lucky, Austin, Felix, Emetena, James, Samson, Joel, Roland and

Odeme – God did not make a mistake for bringing us into this world through one man and three women; Thank you for the love and support you have always showered on me. Our wives, Eunice Alue of blessed memory – we had planned that she would be here to do her usual catering but she died in August and was buried 24th September, 2021 – God rest her soul – the others, Iya-Onome, Ogagaoghene-Chargi, Endurance-Tony, Christine-Jimmy, Rose-Isaac, Flora-Lucky, Natasha-Austin, Vivian-Felix, Okeoghene-James, Sarah-Samson, Nkechi-Joel, Jennifer-Roland and Hope-Odeme – thank you for accepting us as we are and for all your care. Engineer Gabriel Okpokoro, who doubles as my cousin and beloved elder Brother, and wife, Late Rv. Fr. Richard Ofere and a host of relations, too numerous to mention, thank you all for being there. Zino Ojogbo, my niece, thank you for availing me access to your school library where I obtained some 'secured' materials. Matthias Nnadi of Cranfield University, U.K., a friend and Mentee, you sheltered me for months during my stay in the U.K. as a Commonwealth fellow and provided some data for this lecture, thank you. Sonny Akpore-Aragba, a Communication's magnate and my brother-in-law, thank you for always encouraging me – to you, I was a professor before pronouncement was made.

My church family and friends, The Grand Knight of Knights of St. Mulumba (KSM), Corpus Christi Sub-council, Sir Francis Beka – he calls me Prof. Beka; the President, Ladies of St Mulumba (LSM), Corpus Christi Sub-council, Lady Iruaku Ngonadi and all the Knights and Ladies of Corpus Christi Sub-council and in fact, all the Knights and Ladies of KSM/LSM of Port Harcourt zone, thank you for being my Brothers and Sisters.

KSM Corpus Christi Sub-Council Chaplain, Rv. Fr. Benjamin Emmanuel and my Priests-friends, Rv.Fr, Noel Nalelo, Rv. Fr Stephen Dedua and Rv. Fr. Francis Adjagbara of Holy Trinity Catholic Church, Ozoro; thank you for your spiritual leadership and friendship.

Patron of PAGE 9, Professor Steve Akpavie of the University of Ibadan and members: Hon. Joe Otheremu, Sir. Goddy Obara, Dr. Philip Akpomi, Mr Obaro Osauzo, Engineer Matthias Otobo, Mr. Steve Omanufeme, Mr Tony Otame, Mr Eneriebe Igbuduma . and their wives – thank you for our togetherness.

The Committees that put in all, that led to the success of this inaugural lecture: The Dr. Victoria Sam-Kalagbor led committee, made up of the following members: Dr. Edwin Ewubare of Economics Department, Dr. Christian Ikpesu, Dr. G. Bupo, Dr. Edo, Dr. Divine Chiorlu, Mr. Lucky Isawode, Mr. Ifeanyi Uti, Dr. Nath Ojekudo, Ibitoroko Ben-George, Dr. Jennifer Igwela, Felicia Stewart, Mrs Peace Edaferobo, Mr. Jude Igbogho, Mr. Pius Oghenekaro and Mrs Patience Iroghama; the committee set up by the HOD, Business Education Department, led by Dr. Ikpesu with Dr. G. Bupo, Dr. Princess Nwineh and Dr. Peter Ogwunte as members; the committee of Graduate students – all I have to say is THANK YOU.

I have many 'adopted' sons and daughters; brothers and sisters, among whom are: Uzezi Peter Lucky, trustworthy, reliable and dependable; Pauline Adjarho, Amos Atabeh, Minini Mojan (Ozoro-turned Andoni man), Ibitoroko Ben-George, Felicia Stewart, Dr. Victoria Sam-Kalagbor, Christopher Ohaka, Gift Onyema, Monica Ugoh, Matthias Odezi, Faith Nnokam, Keanyie Noah, Ighofewo Isaac, Rita Okocha, Joshua Uwuseba, Maro Alue, Rachael Obaro and others, too numerous to mention. There are host of persons who have been there for me, like the Ojekudos – Nath (Dr. and “my lover”), Pastor Joe, Barrister Austin, Engineer Paul, Sister Uche; the Uwusebas – Dr Christopher, Pastor Frank, Clementina, Pasor Efe, Engineer Ajiri; in my 61 years sojourning, they would still be there for me as I sojourn, they are family, friends, acquaintances and admirers, too numerous to mention – please pardon me for not specifically writing your name – your names are written in my heart and my heartfelt gratitude go to you all.

My children and grand children, who I call BBAs (Brain Beauty Angels):

BBA1s - Oghenefego, Erhiaware, Ogheneserome, Odorene and Erumi

BBA2s – Emona and Prince

BBA3s – Orevaoghene, Onoworien and Isreal-Pio

BBA4s – Oghenemaro, Ogaga and Okerana

BBA5 - Oghenekenno

You are all God's gift to me and I never cease saying 'Thank-you-Jesus'.

To my better half – is it really correct to refer to one's spouse as better half? A man has 12 pairs of ribs, totaling 24 and the Bible says “And so the Lord God sent a deep sleep upon Adam. And when he was fast asleep, he took one of his ribs, and he completed it with flesh” (Genesis 2:21 in Catholic Bible). How can 1/24 equal half? Or could it be likened to God's marriage arithmetic of one plus one, equals one? I will rather go with being “the bone of your bones, and the flesh of your flesh” (Genesis 2:23a in Catholic Bible). Dr Philip Okiemute Akpomi, the most handsome white-haired man ever; everything in and around us have always attested to the fact that I am the one and only true bone of your bones, and the flesh of your flesh – that missing rib of yours that you found in 1977, with the help of Dr Christopher Uwuseba – thank you Chris - but was able to lay a firm grip in 1984, and since then, till now, till eternity, no separation; as you have always said, “if I come to this world a million times, I will marry you a million times”, “therefore, what God has joined together, nothing, not even tribulations, anguish, famine, persecution, peril, nakedness or sword can separate us” (Mark 10:9; Romans 8:35). Thank you for being the shoulder to always lean, laugh and languish on. In all things, we overcame, because of Him who has loved us.

“For we are certain that neither life, nor Angels, nor Principalities, nor Powers, nor the present things, nor the future things, nor strength, nor heights, nor the depths, nor any other created thing, will be able to separate us from each other and from the love of God, which is in Christ Jesus our Lord” (Romans 8:37-39).

In all, I give God Almighty the Glory. HIS GRACE LED ME THUS FAR, HIS GRACE WILL LEAD ME ON.

I THANK YOU ALL FOR COMING AND LISTENING.

CITATION

Professor Margaret Emalereta Akpomi clocked 61 years 5 days ago, Friday, 10th December, to be precise. She was born a twin, in Lagos, into the polygamous family of Michael Obewo Isawode; her mother was Cecilia Mami Isawode, both of blessed memory.

Meg, as she is popularly called in RSU, PH; Maggie, by her childhood friends; Maarg, by her late elder brother, Sunday; Gegereti, by some who have read her autobiographical book; Sister, by her younger siblings and their friends and close family members; Mummy, by students, some staff and acquaintances; Mom by her biological children and husband, and special pet name Reta, by the love of her life; started her scholarly journey, Infant 1, at the age of 5 in January 1966 at the Anglican Primary School, Apapa-Lagos. Having completed Infant 1 & 2, she moved to Standard One in January 1968, and in January 1970, the then Lagos State Government joined the other States of the Federation to embrace the newly introduced primary education system. She and her classmates transited to Primary four and by December 1972, she completed her primary education.

In January 1973, at the age of 12, she was admitted into Anglican Girls Grammar School, Ozoro, in the then Mid-Western State and in June 1977, she wrote the West African School Certificate Examination (WASCE) and came out in flying colours in the Division II category.

She was willing to get into higher school but her father got her a job as a Clerical Officer at the Federal Ministry of Defence (Nigerian Army Engineers, headed then by the former head of State, Olusegun Obasanjo) – so began her working career in August 1977, a job she held until March 1979 when she got a job on merit with the United Bank for Africa, HQ , Lagos, having excelled in the aptitude test conducted by the Bank.

In October 1979, she got admission into the National Technical Teachers' College (NTTC), now Federal College of Education, Technical (FCE (T), Akoka-Lagos, and graduated with Distinction obtaining the Nigerian Certificate in Education (NCE) in Business Education, Secretarial option. She proceeded to serve in the National Youth Service Corps (NYSC) Scheme in 1982/83 at the Federal Training Centre, Kaduna, Kaduna State.

On her return from NYSC in August 1983, she secured a job with the 'dead' Delta Steel Company, Aladja, Delta State as a Confidential Secretary II, in the Gas Facilities Plant, the only female staff in the Department 26 staff.

In September 1984, she resigned her appointment, having secured admission to study Business Education in the University of Benin for 2 years instead of 3, on account of her distinctive performance at the NCE level. In December of the same year, she got married to Dr. Philip Akpomi at the age of 24. She graduated with a CGPA of 4.38 on a 5-point scale, sadly placing her in the second class upper division. Upon graduation, she joined her husband, who had secured a job in Bauchi and secured employment as an Assistant Lecturer at the Federal Polytechnic, Bauchi, Bauchi state in October 1986. She rose through the ranks and was assessed for the position of a Chief Lecturer in 1998, when the family relocated to Port Harcourt in August 1998. Meanwhile, between 1989 and 1998, she attended the University of Jos, Jos, where she obtained Master's degree and Ph.D in Educational Administration and Planning.

She was the Programme Coordinator of the Satellite campus of the Abubakar Tafawa Balewa University, Bauchi Outreach in Port Harcourt, from September 1998 to September 1999. She resigned when she secured employment with the Rivers State University of Science & Technology, Port Harcourt and resumed in that same September 1999 as a Lecturer II in the Department of Business Education.

In 2003, she was appointed the Head of Department and in 2004, realizing that Business Education students were not learning Typewriting and Shorthand, due to the unavailability of a suitably equipped classroom (Studio), and being entrepreneurial, she grabbed the opportunity of the 4000-student population in the Department and sought permission from the then Vice Chancellor to levy each student N4000. Permission was granted, money collected, building began, and in June 2006, the 100-student capacity furnished Business Education Studio, with a Business Office, was commissioned by the then Vice Chancellor and his Management team (See Appendix 10). The Business Education Studio has been of immense benefit to the Department, the Faculty of Education and the university at large. The Business Office has been generating some funds for the Department.

In 2007, she competed for and won the prestigious Commonwealth Scholarship as a Commonwealth Fellow in the United Kingdom (UK). She proceeded to the University of Reading, Reading, UK, where she carried out a research as a participant observer on the topic: “Developing Entrepreneurship Education Programme (EEP) for Higher Education Institution (HEIs) in Nigeria”, under the supervision of one Professor Nass Rassool. On her return in 2008, she submitted a copy of her research report with recommendations to the then Vice Chancellor, through the then Dean of the Faculty of Education.

She applied for sabbatical leave and proceeded to the Delta State University, Abraka, Delta State in October 2010 and on her return in 2011, was reappointed Head of Department.

She rose progressively through the ranks and was promoted Senior Lecturer in 2003, a position she remained on for 12 years, for no fault of hers. God promotes, so in 2015, she was promoted to the rank of a Reader and to a Professor in 2018.

Margaret Akpomi is currently the Director of the Institute of Education and a member of the Academic Ethics Committee in the Rivers State University, Port Harcourt. She has served the

Department, the FOE, the University and the community in many capacities, including:

Coordinator, Postgraduate programmes, FTSE
Coordinator, Exams Ethics Club
Ag. Head of Business Education Department
Member, Senate
Departmental Examinations Officer
Member, FTSE, Examination Board.
Member, Deans Advisory committee
Member, Faculty Post-Graduate Committee
Member, University Examination Monitoring Committee
Member, Faculty Disciplinary Committee
Hall C Warden, 2002-2004 session..

In Bauchi, at the Federal Polytechnic, she served as:

Honorary Secretary, Women Multi-purpose co-operative
Society Co-operative Society
Chairman, Examination Misconduct Committee
Chairperson, Tender's Board of Academic Staff Union of
Polytechnic (ASUP)
Chairperson, Welfare Committee of Academic Staff Union of
Polytechnic (ASUP)
Chairman, Examination and Audit Committee
Member, Polytechnic Senior Staff Association of Nigeria
(POSSAN)
Honorary Secretary, Sub-Committee on Small Scale
Industries & Co-operative Societies of the Better Life
Programme, Bauchi, Nigeria
Project Co-Ordinator

She has also been:

Chairman, Secretary and Member in Local Organizing Committees of conferences,

External Examiner in Colleges of Education, Polytechnics and Universities,

Lead papers presenter,

Resource person in many training programmes in academic, social and community forums

Member of the ad-hoc Accreditation Panel that evaluated the Business Education programme at the University of Maiduguri, Maiduguri, 31 October – 2 November 2019.

She has received many awards, notably the Commonwealth Scholarship Award .

Supervised nine PhD candidates who have graduated and still supervising three, as well as many Masters and first degree student – current and graduated.

He is an author with the renowned publishers, University Press Limited, Ibadan, coauthored the Business Studies for Junior Secondary Schools (Book 1 – 3, UBE Edition)

Edited books and Editor to many Journals

Attended many conferences, nationally and internationally

Contributed Chapters in books and authored 6 academic books

Published 78 articles in peer reviewed journals, nationally and internationally

Published her Autobiography (part 1 of 3) titled: “Gegereti: the foster child” in 2014 by the University Press Ltd., Ibadan.



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