

UNIVERSITY OF PORT HARCOURT

**AGENDA 2063: MAKING AFRICAN
UNIVERSITIES ENTREPRENEURIAL FOR
SUSTAINABLE CONTINENTAL
DEVELOPMENT**

A VALEDICTORY LECTURE

BY

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PROGRAMME

- 1. GUEST ARE SEATED**
- 2. INTRODUCTION**
- 3. THE VICE-CHANCELLOR'S OPENING REMARKS**
- 4. CITATION**
- 5. THE VALEDICTORY LECTURE**

The lecturer shall remain standing during the citation. He shall step on the rostrum, and deliver his valedictory lecture. After the lecture, he shall step towards the Vice Chancellor, and deliver a copy of the valedictory lecture and return to his seat.

- 6. CLOSING REMARKS BY THE VICE CHANCELLOR**
- 7. VOTE OF THANKS**
- 8. DEPARTURE**

DEDICATION

This valedictory lecture is dedicated to my late parents, Sir Rogers Idawarifa and Lady Mercy Nnenna Akaranta who committed huge resources to my well-being and education from primary through secondary to tertiary level.

ACKNOWLEDGEMENT

I am eternally grateful to the Almighty God who guided and protected me through my forty years sojourn at the University of Port Harcourt.

I wish to acknowledge my Wife, Oporuiche Awoala Akaranta and Children – Ozioma, Obumneme, Egwuchukwu, Oluchi and Jemima for their sustained support and encouragement.

To my siblings – Agwawunma Ekenne, Harold Akaranta and Alwell Rogers Akaranta, and my destiny helpers, particularly Rev. (Dr) Felix Akara – the General Overseer of God’s Heritage Ministries International, I thank you all for being very supportive.

For my academic career, I wish to thank Professor A.C.I. Anusiem for supervising my PhD research project. To my colleagues in the Department of Pure and Industrial Chemistry who co-supervised research project and shared taught courses with me, I thank you all.

I also wish to thank Professor Don Baridam who as the 6th Vice Chancellor of the University, appointed me the Director, Exchange and Linkage Programmes Unit in 2006. Professor Joseph Ajienska who as the 7th Vice Chancellor, appointed me Director, Centre for Research Management in 2010 and Director, Science Institute in 2015. I am grateful to the 8th Vice Chancellor, Professor Ndowa E.S. Lale for appointing me the Coordinator of the two World Bank Africa Centres of Excellence in 2019.

Finally, I wish to specially thank the Vice Chancellor, Professor Owunari A. Georgewill for granting me another permission to deliver this lecture since it could not hold on the earlier approved date due to the Academic Staff Union of Universities (ASUU) strike action.

AGENDA 2063: MAKING AFRICAN UNIVERSITIES ENTREPRENEURIAL FOR SUSTAINABLE CONTINENTAL DEVELOPMENT.

INTRODUCTION

Agenda 2063: The Africa We Want was launched in 2013, and is in line with the vision of the African Union;

An integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in international arena.

It is a strategic framework for the socio-economic transformation of the continent over the next 50 years. It seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development.

Aspirations of Agenda 2063

The Africa we want has seven aspirations as outlined in Fig. 1.

Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development.

Aspiration 2: An integrated continent, politically united based on the ideals of Africanism.

Aspiration 3: An Africa of good governance, democracy, respect for human rights, justice and the rule of law.

Aspiration 4: A peaceful and secure Africa.

Aspiration 5: An Africa with a strong cultural identity, common heritage values and ethics.

Aspiration 6: An Africa whose development is people-driven, relying on the potential of African people.

Aspiration 7: Africa as a strong united, resilient and influential global player and partner.

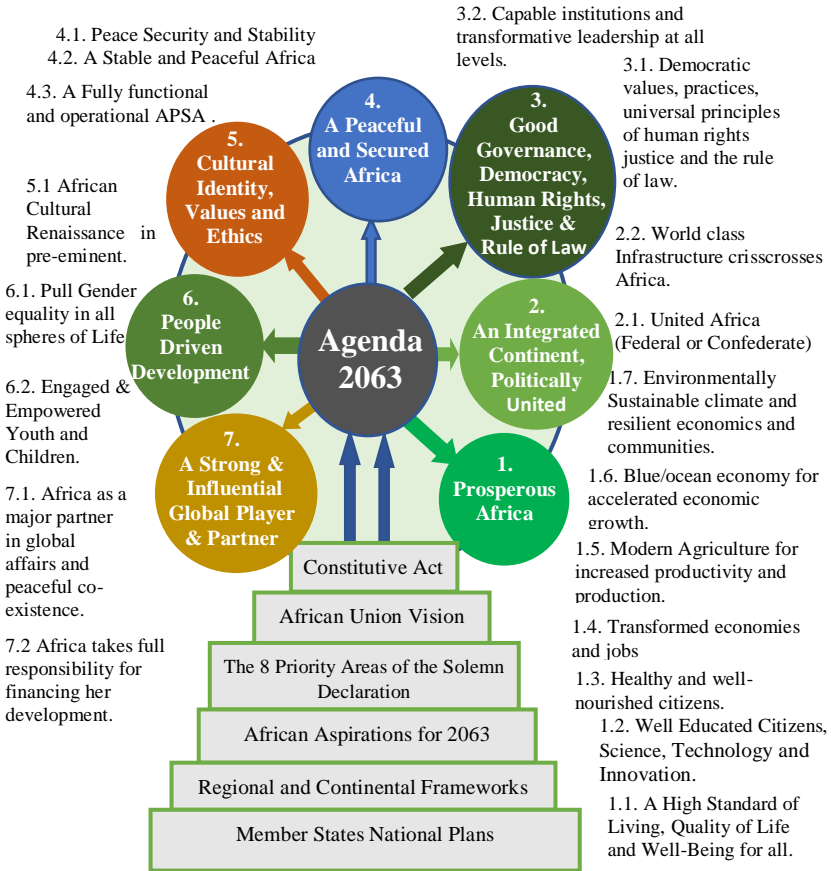


Figure 1: Schematic Presentation of the Aspirations of Agenda 2063

Source: Agenda 2063: The Africa We Want (2013).

*** Africa Peace and Security Architecture (APSA).**

Sustainable Economic Development

The United Nations (UN) defined sustainable development as;

Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Meanwhile, economic development deals with government policy interventions that aim at the development of:

- Human capital
- Literacy ratio
- Infrastructure
- Health and general welfare of its citizens.

Factors that affect the economic development of a nation include:

- Inflation
- Interest rate
- Government policy
- Currency strength
- Foreign direct investment

Consequently, economic growth can be defined as the increase in the amount of goods and services produced per head of the population over a period of time and the factors that determine the economic growth of a nation include:

- Human capital
- Natural resources
- Entrepreneurship

The aim of this lecture is to highlight the importance of Entrepreneurial Universities in the actualization of Agenda 2063: The Africa We Want.

ENTREPRENEURIAL UNIVERSITY

The role of a university in national development is embedded in the mission of the University. The mission of a university in the 12th Century was teaching and learning. By the 18th Century, research was added as the second mission, while the 20th Century witnessed the inclusion of innovation and entrepreneurship as the third mission of a university.

Government-University-Industry partnership was introduced in the University system for the actualization of the third mission and it became the genesis of the Triple Helix Model. Universities need to become innovative and entrepreneurial to be relevant in national development, regional integration, produce graduates who are creators of employment and overtime become entrepreneurs.

A number of approaches have been used, in literature, to explain the concept of an Entrepreneurial University as shown in Table 1.

Table 1: Referential Frame of Entrepreneurial University

Author/Year	Definition
Etzkowitz (1983)	Universities that are considering new sources of resources such as patents, research by contract and partnerships with private companies.
Chrisman et al. (1995)	The Entrepreneurial University involves the creation of new enterprises by university professors, technicians or students.
Kirby (2002)	Entrepreneurial Universities have the capacity to innovate, recognize and create opportunities, work as a team, take risks and respond to challenges.
Etzkowitz (2003)	The Entrepreneurial University is a natural incubator, providing support structures for professors and students to begin new intellectual and commercial enterprises.
Jacob, Lundqvist, & Hellsmark (2003)	An Entrepreneurial University is based both on the commercialization of personalized education courses, consultancy services and extension activities and on commoditization (patents or startups).
Guerrero-Cano, Kirby, & Urbano (2006)	An Entrepreneurial University is defined as a university that has the capacity to innovate, recognize and create opportunities, as well as working as a team, taking risks and responding to challenges. By itself, it seeks to discover a substantial change in the organizational character to reach a more promising posture for the future.

Source: Adapted from Guerrero–Cano, Urbano & Kirby (2006); Budyldina (2018).

Table 1: Referential Frame of Entrepreneurial University

Salamzadeh et al. (2011)	A dynamic system that includes special contributions (resources, culture, rules and regulations, structure, mission, business capacities and expectations from society, industry, government and the market); processes (teaching, research, management processes, logistical processes, commercialization, selection, financing and financial processes, networking, multilateral interaction and innovation, research and development activities; outputs (entrepreneurial human resources, effective research according to the needs of the market, innovations and inventions, entrepreneurial networks and entrepreneurial centers) and aims to mobilize all its resources, skills and capacities to fulfill its "third mission".
Kirby, Guerrero-Cano, & Urbano (2011)	The Entrepreneurial University is a natural incubator that, by adopting a strategy, coordinated in critical activities (for example, teaching, research and entrepreneurship), tries to provide an adequate environment in which the university community (eg.: academics, students and employees) can investigate, evaluate and explore ideas that could be transformed into social and economic entrepreneurial initiatives.

Source: Adapted from Guerrero–Cano, Urbano & Kirby (2006); Budyldina (2018).

Table 1: Referential Frame of Entrepreneurial University

Guerrero-Cano, & Urbano (2012)	An Entrepreneurial University can be defined as a survivor of competitive environments with a common strategy, oriented to be the best in all its activities (for example, having good finances, selecting good students and professors, producing quality research).
Audretsch et al. (2012)	The role of universities is more than generating technology transfer (patents, spin-offs and start-ups) and, on the contrary, contributing and providing leadership for the creation of entrepreneurial thinking, actions, institutions and entrepreneurial capital.
Urbano & Guerrero-Cano (2013)	The Entrepreneurial University needs to become an entrepreneurial organization, its members need to become entrepreneurs and its interaction with the environment needs to follow an entrepreneurial pattern.
Melo (2014)	The concept of the Entrepreneurial University refers to a proactive position of institutions, in the sense of transforming the knowledge generated, aggregating economic and social value. Thus, the basis for a successful performance is the proactive action to adapt to internal and external changes in an evolving society.

Source: Adapted from Guerrero–Cano, Urbano & Kirby (2006); Budyldina (2018)

Table 1: Referential Frame of Entrepreneurial University

Guerrero-Cano, Urbano, Cunningham, & Organ (2014)	The nature of an Entrepreneurial University is such that graduates are seen not only as future job applicants, but also as future job creators, and the organization and content of teaching activities reflect this conception.
Cunha & Maculan (2015)	Term that characterizes universities in which the dimension of economic and social development gained strength and made them become proactive in seeking applications for their research.
Trippl, Sinozic, & Smith (2015)	The business model claims that universities promote the development of their regions, engaging in patents, licensing and academic activities derived from university disciplines such as engineering, information technology and biotechnology in which the knowledge produced overlaps more easily with products and processes that industry and market structures can absorb.
Etzkowitz (2017)	The Entrepreneurial University integrates the economic development at the university as an academic function along with teaching and research. It is this “knowledge capitalization” that is the heart of a new mission for the university, connecting universities with knowledge users more strongly and establishing the university as an economic actor in itself.

Source: Adapted from Guerrero–Cano, Urbano & Kirby (2006); Budyldina (2018).

A critical analysis of the various conceptual approaches reveals the existence of some similar characteristics that highlight the importance of environmental factors in determining the organizational structure and management style, with knowledge transfer for economic and social development being the common ground for all Entrepreneurial University.

Characteristics of Entrepreneurial University

- Organization of research groups that also have access to private funds.
- Creation of research base with commercial potential.
- Capacity to establish start-up companies within the University.
- Development of organizational mechanism that move research outputs to market in the form of protected intellectual property.
- Integration of academic and business elements into new ecosystems, such as university-industry research centres.
- Development of technology transfer capabilities.
- Training programmes to introduce students to entrepreneurship and make provision for start-up support facilities, networks and incubators.
- Setting incentives for academics – professors of practice.
- Development of large-scale projects.
- Strengthening ties with business, retaining academic entrepreneurs in university.
- Development of strategies in collaboration with industry and governments for innovations at the regional level based on smart specialization strategies.

The name Entrepreneurial University does not necessarily mean that such institution possesses all the above characteristics. Some of the characteristics are acquired overtime following strategic implementation of the three missions of a 21st Century university.

Building an entrepreneurial university entails:

- Strategic university-industry partnerships.
- Identifying how enterprise and entrepreneurship can add value to the key objectives of a university.
- Simplifying spin-off and start-up activities.

The objectives of an Entrepreneurial University are to:

- Achieve excellence in teaching and learning.
- Enhance students employability
- Engage in innovation research for impacts
- Broaden revenue flows
- Improve knowledge exchange processes.
- Contribute to local and regional economic growth and social development.
- Create an international presence in the committee of universities
- Enhance the reputation, competitiveness and distinctiveness of the University.

The synergistic potential in the development of an Entrepreneurial University is illustrated in Figure 2.



Figure 2: Synergistic Potential in Entrepreneurial University Development

Source: Adapted from Gibb, (2012).

The Vision, Mission and Governance Structure of an Entrepreneurial University impact on the following processes/activities.

- Innovation
- Research excellence
- Revenue generation
- Stakeholders' orientation/engagement
- Knowledge transfer
- Internationalization of the institution.

Quality entrepreneurship education is critical to the success of an Entrepreneurial University.

GOING FORWARD FOR AFRICAN UNIVERSITIES

Capacity Building

University research can be expensive, particularly the applied sciences and in most cases, it is the responsibility of the researcher to apply for grant from grant making agencies to fund a research project. Since grant applications are highly competitive, early career researchers need capacity building in **grantsmanship** to sustain cutting edge research. Every degree holder in the employment of a university is a manager of resources and needs **leadership** training for effective management of the University resources. A university Centre for Leadership Training and Grantsmanship will enable an Entrepreneurial university to harness the entrepreneurial potential.

Curriculum

Entrepreneurial education should match market needs and tackle the issues of employment of the graduates. The University should develop the capacity to deliver entrepreneurial education by including enterprise and entrepreneurship contents in the curriculum of any discipline or programme. Curricula should make provision for flexible programmes to meet the needs of students-online, open and distance learning, as well as weekend programmes.

Technology

African universities should acquire appropriate technologies that can be used to link the universities to the rest of the world. All units in African universities should be equipped with computers and internet facilities to improve the working environment of staff and students.

University Administration

University administration needs a paradigm shift in learning and thinking in business terms. It is necessary for university management to share the rewards of entrepreneurship with all university employees as incentive to sustain the entrepreneurial spirit.

Research

Universities should play a major role in initiating cutting edge research that can create wealth. The university research interest should align with the entrepreneurial agenda for sustainable development. The award of research grants to researchers on a competitive basis can be a strategy for promoting research in an Entrepreneurial university.

Finances

Endowment of professorial chairs and foundations, by corporate organizations and individuals, to support academic work is an important agenda in an entrepreneurial university. It is necessary for African universities to launch aggressive and professional fundraising activities targeting successful African billionaires.

Enterprise Mindset

An entrepreneurial university should encourage students to start enterprises that promote self-employment, while concentrating incubation efforts to develop start-ups within the University. Building vibrant partnerships for internship opportunities for students and graduates is necessary for a real-life experience than just the academic perspective.

Awareness Campaign

There is need to create awareness across universities in Africa of an entrepreneurial development agenda for the Africa We Want. Engaging staff and students on the aim of developing entrepreneurial ecosystem in each African university will help to promote competent enterprising staff and students. November 12 every year, that is usually celebrated as African Universities Day, should be an opportunity to highlight the contributions of entrepreneurial universities to national development and for the actualization of Agenda 2063.

CONTRIBUTIONS TOWARDS ACTUALIZATION OF AGENDA 2063

In my forty years sojourn at the University of Port Harcourt, I contributed to the actualization of Agenda 2063 in the following ways:

Establishment of a mini-paint factory

I teach paint chemistry in the University and in 2011, through the support of Professor Joseph A. Ajiienka as the 7th Vice Chancellor and Professor Bene W. Abbey as the Pioneer Deputy Vice Chancellor (R&D), a mini-paint factory was established in Delta Park. The factory produces various types of emulsion paint and provides Industrial Training (IT) attachment opportunity for students of Chemical Sciences and Engineering of the University.

Public lectures

In 2015, I delivered the University of Port Harcourt Founders Day Lecture titled;

Thinking, Research and Communication (TRAC)
in Development of Science and Indigenous
Knowledge.

Thinking begets researchable ideas and a researchable idea, through appropriate research design begets research outputs that can be protected as intellectual property. Purpose-driven dissemination of research outputs leads to policy formulations for the integration of scientific and indigenous knowledge for sustainable development. This is now the basis for the global drive on Education for Sustainable Development.

In 2016, I delivered another Founders Day Lecture titled;

Health is Wealth: Salt for Taste,
Sodium for Healthy Living.

Table salt, sodium chloride, is usually added to certain foods for taste and such foods are tasteless or even bitter without salt. The sodium in table salt is needed in the human body to maintain the sodium/potassium balance in the body fluid for healthy living. Sodium in excess of the amount required to maintain the sodium/potassium balance is usually retained in the body, resulting in unnecessary water retention with its attendant health implications. Physicians usually advise people suffering from high blood pressure to cut down on salt intake to avoid water retention in the body, yet sodium is necessary for healthy living.

Third John verse 2 says, “Dear friend, I pray that you may enjoy good health and that all may go well with you even as your soul is getting along well”, and Genesis 1:29 says, “Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in which is the fruit of a tree yielding seed, to you it shall be for food”. Therefore, we can enjoy healthy living by getting the required amounts of sodium and potassium from fruits and vegetables.

In 2017, one of the activities to mark the retirement of Professor Bene W. Abbey was a public lecture I delivered, titled;

Green Science and Engineering for Sustainable Development

The aim of scientists and engineers has been to conquer nature, but they forget that man is an integral part of nature. The best approach is to live in harmony with nature for sustainable development. Science and engineering cannot solve all human problems or meet all human needs, but we should be able to appreciate what green science and engineering can reasonably contribute to society.

Creating a world that provides a safe, secure, healthy, productive and sustainable life for all peoples should be a priority for global sustainable development. In order to achieve such global sustainable development, scientists and engineers of the 21st Century have the obligation to engage green science and engineering to meet human needs and aspirations.

Grants

I participated in writing the grant proposal, which attracted \$260,000 for refurbishing the Phytomedicine laboratory in the College of Health Sciences, under the World Bank STEP-B, project (2008 – 2012). At the end of the project in 2012, the University upgraded the phytomedicine laboratory to the Centre for Malaria Research and Phytomedicine (CMRAP).

As the Director for Exchange and Linkage Programmes Unit (ELPU), I wrote a proposal for a grant of \$143,000 to host the Association of African Universities (AAU) HIV Awareness Campaign Secretariat at the University of Port Harcourt for West African Higher Education Institutions (2007 – 2012). The University of Port Harcourt used the grant to facilitate a number of workshops on mainstreaming HIV/AIDS in academic programmes.

The grant was also used to support West African Higher Education Institutions in developing institutional HIV/AIDS Policy thus making the University of Port Harcourt a beneficiary.

In early 2010, Professor Joseph A. Ajiienka, as the Director of Institute of Petroleum Studies (IPS) funded the writing of a grant proposal for the establishment of the Centre for Petroleum Geosciences (CPG). Based on the outcome of a critical evaluation of the proposal, MacArthur Foundation of

USA supported the establishment of the Centre with a grant of \$900,000.

In 2009, I participated in writing a proposal that was submitted to MacArthur Foundation of USA for the establishment of the Institute for Natural Resources, Environment and Sustainable Development (INRES). MacArthur Foundation supported the establishment of the Institute with a grant of \$700,000.

I coordinated the grant proposal of \$5.5M for the establishment of the World Bank Africa Centre of Excellence for Oilfield Chemicals Research (ACE-CEFOR). The project, which was initially for a 5-year cycle (2014 – 2018), was renewed in November, 2018 by the World Bank, with a grant of \$5.0M for another 5-year cycle (2019 – 2023). Along with the proposal for the renewal of ACE-CEFOR was the submission of another proposal for establishment of World Bank Africa Centre of Excellence for Public Health and Toxicological Research (ACE-PUTOR). The World Bank supported the establishment of the Centre with a grant of \$6.0M for a 5-year cycle (2019 – 2023) thus, making the University of Port Harcourt one of the three Nigerian Universities with two World Bank Centres of Excellence.

A grant of \$50,000 was secured in 2020 from the International Centre for Insect Physiology and Ecology (*icipe*), Nairobi under the Partnership for Skills in Applied Sciences, Engineering and Technology (PASET) Regional Scholarship and Innovation Fund (PASET– RSIF) for **“Strengthening Institutional Infrastructure for an Innovation Ecosystem”** at the University of Port Harcourt. The project is for 2-year (2021 – 2023). A research grant of \$83,994 was also secured from *icipe* for **“Development of Oilfield Chemicals using Agrowastes”**. The project is for 2 years (2022 – 2024).

Centres and Graduate Programmes

In 2012, I coordinated the writing of a proposal, under the DVC (R&D) for the establishment of African Virtual University, Nigeria Study Centre for Open and Distance Learning at the University of Port Harcourt. The Centre is functional, meeting the needs of those who cannot afford to be full-time students, due to the nature of their jobs to acquire quality university degrees.

As the Director of Exchange and Linkage Programmes Unit (ELPU), working with Professor A.N. Gbosi, the University of Port Harcourt submitted proposals to corporate organizations and individuals for the establishment of the Institute for International Trade and Development (IITD) for graduate programmes. The Institute has been running for about 10 years now, graduating students with Masters and Doctors of Philosophy degrees in International Trade and Development.

Research Outputs

For the forty (40) years I spent in the University of Port Harcourt, I successfully supervised/co-supervised over forty (40) PhD research projects and authored/co-authored over 160 articles in impact factor journals. The most outstanding output of the PhD research project supervision is the over seven (7) commercializable patents waiting for investors/spin-off and start-ups companies.

A 25-chapter manuscript titled, “**Natural Products in Oilfield Operations**” based on the research activities at the World Bank Africa Centre of Excellence for Oilfield Chemicals Research (ACE-CEFOR) is undergoing review process.

Students and Staff Development Programmes

As a Director of Exchange and Linkage Programme Unit of the University (2006 – 2010) and Centre for Research

Management (2010 – 2014), I secured six (6) Fulbright Fellowships and Seven (7) Commonwealth Scholarships for staff of the University of Port Harcourt. In 2010, the University of Port Harcourt through the Exchange and Linkage Programmes Unit (ELPU), was admitted as a member of the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) and since then, five academic staff of the University have benefited from fully funded PhD programmes of RUFORUM.

Similarly, two (2) students of the University benefited from the Association of African Universities (AAU) small grants for thesis writing, \$1,500 for masters dissertation and \$3,000 for PhD thesis. Within the same period, I secured a grant of \$6,000 for lecturers/researchers on AAU staff mobility and exchange programme. The \$6,000 covered the logistics and honorarium for two Nigerian lecturers/researchers in the Diaspora to spend six weeks each at the University of Port Harcourt on projects/assignments of interest to the University.

I have been a facilitator/resource person in a number of grants proposal writing workshops in the University of Port Harcourt, with the aim of building the capacity of staff for competitive grants out there in the grants making arena.

General University Administration

Before the year 2000, Electric Typewriter was in a class of its own, while desktop computers were rarely seen in departmental offices in the University.

As the Head of Department of Pure and Industrial Chemistry (1999 – 2001), I purchased three desktop computers that were distributed as follows:

- One for the Departmental Office to be used by the Head of Department and the administrative staff.

- One each for teaching and non-teaching staff of the Department.

In 2007, Professor Don Baridam as the 6th Vice Chancellor of the University appointed me the Director of Exchange and Linkage Programmes Unit (2007 – 2010). In 2010, Professor Joseph A. Ajienska as the 7th Vice Chancellor moved me from Exchange and Linkage Programmes Unit to Centre for Research Management (CEREM) and by January 2015, he moved me from CEREM to Science Institute (2015 – till date). In January 2019, at the request by the National Universities Commission, Abuja, Professor N.E.S. Lale, as the 8th Vice Chancellor of the University appointed me the Coordinator of the two World Bank Africa Centres of Excellence (ACE-CEFOR & ACE-PUTOR). The Vice Chancellor, Professor O.A. Georgewill retained me as both the Director, Science Institute and Coordinator of the two World Bank Centres of Excellence.

Therefore, from 1999 – 2022, I have had the rare privilege of working with five Vice Chancellors in the administration of the University with a focus on how to contribute my quota in making the University of Port Harcourt an Entrepreneurial University. Thus, working with five Vice Chancellors in a roll (1999 – 2022) earned me the title, “AGIP of UniPort” (Any Government in Power of the University of Port Harcourt). The most important outcome of my forty years in the University was the mentoring of younger colleagues in the art of research design and building human capital in competitive grant proposal writing.

My mentees are in strategic positions within and outside the country. As I look forward to more fruitful years ahead, my mentees are ready to partner with me in the exploitation of the various Intellectual Property (IP) we created, while working as

mentor and mentees in the University of Port Harcourt. This is my joy and pride as I bow out of pensionable employment to become an employer of labour.

SUSTENANCE OF MY 40 YEARS IN THE UNIVERSITY OF PORT HARCOURT (1982 – 2022).

Let me at this point, acknowledge the Almighty God for directing my steps to the University of Port Harcourt for abundant harvests on every side.

In 1983, I joined the University of Port Harcourt Staff Fellowship that was coordinated by Professor Francis Onofeghara of blessed memory. He became my mentor and role model. By 2005, when Professor Don Baridam became the 6th Vice Chancellor of the University of Port Harcourt, the Monday Prayer Group was established with the aim to pray without ceasing for the management, staff and students of the University. The Group was led by the Chaplain of Our Saviours Chapel, Venerable S.C. Opara.

In 2008, I was appointed the Coordinator of the Monday Prayer Group and Chairman, Local Organizing Committee of the January 2009 UniPort Holy Ghost Night tagged, “The Unchangeable God”.

During the ministration that night, the General Overseer of the Redeemed Christian Church of God, Pastor E.A. Adeboye gave a prophecy saying, “the University of Port Harcourt shall be an institution of research breakthroughs”. As the Chairman of the Local Organizing Committee (LOC), I held onto the prophecy and by 2013, the University of Port Harcourt secured a grant of \$5.5M from the World Bank for the establishment of the Africa Centre of Excellence for Oilfield Chemicals

Research (ACE-CEFOR). The grant opened the door for research breakthroughs.

In 2018, another grant of \$11.0M from the World Bank was secured for the establishment of Africa Centre of Excellence for Public Health and Toxicological Research (ACE-PUTOR - \$6.0M) and the renewal of Centre for Oilfield Chemicals Research (ACE-CEFOR - \$5.0M) that was established in 2013. The research outputs of the \$16.5M grant from the World Bank will result in a number spin-offs and starts-ups at the Science and Technology Park of the University. The Technology Park will, eventually, be a sustainable source of revenue for the University if given adequate support at this formative stage.

CONCLUSION

Mr. Vice Chancellor, sir, as I draw this 24th valedictory lecture to a close, permit me to state that, the need to transform the way universities operate has become more pronounced in the 21st Century than ever before due to the globalization of higher education.

African Universities are facing extreme financial/management crisis, which often affect the quality of academic programmes in such institutions.

Developing entrepreneurial universities has been proposed as the only way African universities can achieve their visions and missions. Thus, creating conducive work environment that unleashes the entrepreneurial spirit is key to building and running entrepreneurial universities.

University management should share the rewards of entrepreneurship with all the employees of the University as incentive to sustain the entrepreneurial spirit for a win-win

situation for sustainable development. This is in line with the central transformative promise of leaving no one behind, which is Principle Two of the Universal Values as enshrined in Agenda 2030 and the Sustainable Development Goals (SDGs).

Certainly, Agenda 2063 encapsulates Africa's Aspirations for the future and its flagship programmes can boost Africa's economic growth and development, leading to the rapid transformation of the continent.

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CITATION ON



Professor Onyewuchi Akaranta
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Onyewuchi Akaranta, a Professor of Industrial Chemistry, has a Bachelor of Science degree in Chemistry, a Masters degree in Polymer Science and Technology and a Doctor of Philosophy degree in Industrial Chemistry. His research interests are in oilfield chemistry/chemicals and conversion of agro-wastes into industrial chemical products.

He obtained the West African School Certificate in 1972 and in January 1973, he secured employment at the Port Harcourt Refinery where he worked as a Process Unit Operator for about two years. In September, 1974, he gained admission to study Chemistry at the University of Nigeria, Nsukka. He obtained the Bachelor of Science degree in Chemistry in 1978 and after his NYSC at Bauchi State in 1979 he was reabsorbed at the Port Harcourt Refinery as a Process Chemist.

In 1980, he proceeded to Ahmadu Bello University, Zaria for his masters degree and graduated in 1982. The same year he secured employment at the University of Port Harcourt as an Assistant Lecturer. Due to his capacity for research and sense of duty, he was promoted to Lecturer II in 1984, Lecturer I in 1986 and Senior Lecturer in 1995 when he obtained his Doctor of Philosophy degree in Industrial Chemistry. In 2000,

he was promoted to Associate Professor and 2005 to Professor of Industrial Chemistry.

He was Acting Head of Department of Pure and Industrial Chemistry (1999 – 2001), Director, Exchange and Linkage Programmes Unit (2006 – 2010), Director, Centre for Research Management (2010 – 2014) and currently Director, Science Institute (2015 till date) and the Chair Occupant, Donald Ekong Professorial Chair of Oilfield Chemistry and Science Communication. He was the Deputy Centre Leader, World Bank African Centre of Excellence in Oilfield Chemicals Research (2014 – 2018) and the Coordinator of the two World Bank Africa Centres of Excellence in the University of Port Harcourt. He was the Lecturer for 2015 and 2016 Founders' Day Celebration lectures.

Professor Akaranta has served in many University Boards and Committees. He has over one hundred and sixty (160) published articles in impact factor journals. He is a member of the Chemical Society of Nigeria and a fellow of the Polymer Institute of Nigeria. He was cited in the 7th edition of Marquis Who is Who in Science and Engineering.

Our valedictory lecturer today is an accomplished Research Administrator, an academic par excellence, a respected Pastor in God's Heritage Ministry International (GHMI) and Coordinator of the Monday Prayer Group, University of Port Harcourt.

Distinguished ladies and gentlemen, I present to you Professor Onyewuchi Akaranta, to deliver his valedictory lecture.

Professor Owunari A. Georgewill
Vice Chancellor