

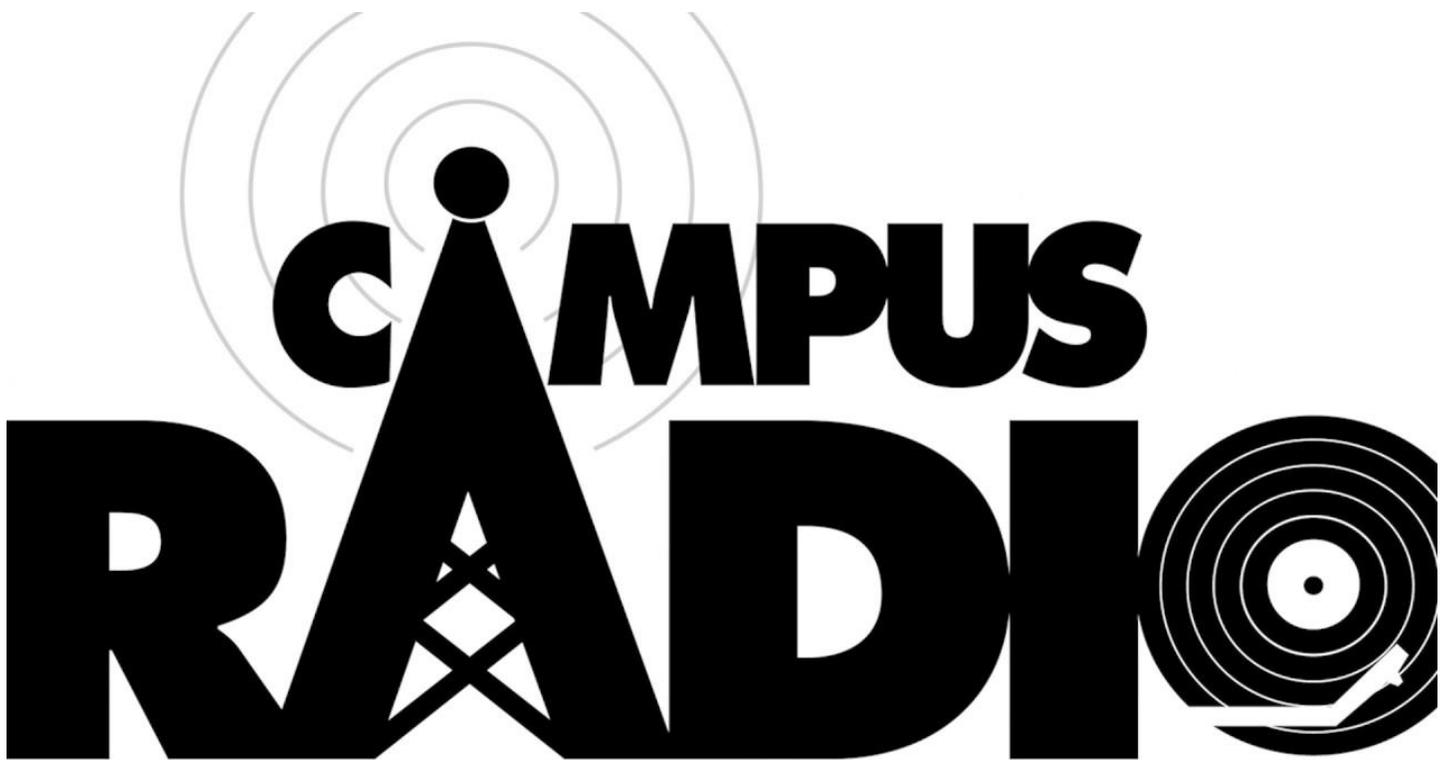
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Rethinking the Entrepreneurial University and all that Jazz: The Campus Radio, Edutainment, and Youth Development

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In putting this opinion piece together, I would like to start with an important question.

How can universities demonstrate entrepreneurialism beyond the usual suspects?

What are these usual suspects? Commercialisation of research? Navigating uncharted waters? And relevant to the current pandemic climate – is all about developing a vaccine and providing scientific advice?

No disrespect to the good job of global players providing intelligence on vaccines and communicating numbers on the “R” rates – John Hopkins University, Imperial College, and Oxford University, to name just a few. While universities play a big role in *saving lives*, there is also the need for *preserving livelihoods*.

As a social scientist, my interest in this article takes a slightly different perspective that hinges upon the *humane entrepreneurship* narrative and the 4Es empathy, equity, enablement and empowerment that have been at the core of the ICSB – especially concerns over *enabling* and *empowering* the youth with a view to serving the full social purpose of universities.

Youth Development

In a recent *ICSB Gazette* article, “[Healing A Hurt Generation with Humane Entrepreneurship](#),” adds to my risk (an entrepreneurial trait) of underplaying the gender card, as I focus primarily on the Youth. It is my view that the term youth encapsulates both sexes as well as all other marginalised groups that fall under the age bracket.

The article, “*Healing A Hurt Generation with Humane Entrepreneurship*,”¹ posed a very instructive question that cannot be glossed over – **How can we harness the power of a generation to create quality employment opportunities?** In its bid to provide some persuasive answers the article states:

*The first months of 2020 have brought us an incredible sense of clarity in regards to our **personal, communal, and global lives**. We are all individuals who, consciously and unconsciously, exist in multiple markets throughout the world. Common differences between **youth, women, minorities** seem to shape the economic systems of the world. [...] it is, however, “the trajectory of the overall employment effects [that are] driven by **young workers**” [...] The most captivating generation, given their great generational differences with their predecessors, seems to be [...] the **Millennial Generation**. In understanding the four ‘states’ or components of **HumEnt**, we can more greatly dive into the ways that HumEnt can be used to judge a firm’s ability to **create an ecosystem** that includes and amplifies the **Millennial generation**. When looking at the multidimensional nature of HRM, we can see how there are management practices that “increase **profitability through people**, including **participation and empowerment**, employee ownership, **training and skills development**, cross-utilization and cross-training,... and information sharing...”*

Campus Radio and The Student Voice

In these times of misinformation and the need to echo the student voice in universities the campus radio not just ticks the box in terms of source credibility but also serves myriad other purposes social and economic. It also affords internship opportunities, and alumni relations that many universities have struggled to keep a tab on.

Hopefully, this article would serve as a clarion call for entrepreneurial universities to stand up and be counted if not for anything else, enablement in terms of training and empowerment in terms of the student voice may be worth rethinking.

In my recent publication in the [African Journal of Business & Economic Research](#), I only thought it worthwhile to reflect upon the trailers since the manuscript recently published. In that article, which was based on an examination of two South African campus radio stations, it was opined that:

¹ El Tarabishy, A. (2020) Healing A Hurt Generation with Humane Entrepreneurship, *ICSB Gazette*, August, 31 2020, <https://icsb.org/healingahurtgeneration/>

*“University campus-based community radio stations [...] are widely acknowledged as vehicles for supporting grassroots social and economic development. Despite these stations’ popularity, the emerging technologies they exploit to advance such development initiatives, including their exact impact on their **economic and social sustainability**, remains a grey area.”²*

Following publication of the article, I have also noticed a flurry of activities on campus radio stations – both in the United Kingdom ([Bloomsbury Radio](#)); and Africa – notably the University of Pretoria’s [TUKS FM](#) and the [UNIZIK FM 94.1](#) campus community radio, Nnamdi Azikiwe University.

Besides winning serial awards in the case of TUKS FM and UNIZIK FM, which have been in existence for much longer, [Bloomsbury Radio](#) is pushing boundaries by offering training to students and the institutional community.

In his recent article “It is Entrepreneurship Time,” calling for an “Ecosystem Building,” Professor Norris Krueger, poses an instructive question – How can you, dear reader, help? In his response, he points out the need to:

***Celebrate. Educate. Initiate.** Celebrate what your community has (not grips about what you lack). Learn from these successes and share the lessons learned. Use all this to inspire bold action. Identify the great liaison-animateurs, the great bottom up ecosystem builders in your community. Help them, celebrate them, maybe even become one of them...³*

Interestingly, also, most of the youth seem to enact their craft in the small business sector, which speaks to yet another recent ICSB Gazette article, “Policy can support informal MSMEs during the COVID-19 Pandemic,” the role of MSMEs in meeting the SDGs was highlighted:

*With the **employment, income and livelihood** opportunities they provide, MSMEs possess strong potential to act as a **catalyst towards** the progress towards the **Sustainable Development Goals (SDGs)** in multiple areas, including ... decent job creation and the stimulation of **entrepreneurship and innovations** among vulnerable groups, including women and **youth**. In the Political Declaration of the 2019 SDG Summit, MSMEs were endorsed by heads of states as important forces for achieving sustainable development.⁴*

Conclusions – What makes an Entrepreneurial University?

The last decade has been a flurry of books on the subject of the Entrepreneurial University from the 2014 *Handbook on the Entrepreneurial University* by Fayolle & Redford (2014), to the 2018 edited collection on by Ferreira, Fayolle, Ratten & Raposo. *Entrepreneurial Universities: Collaboration, Education, and Policies* (Edward Elgar Publishing). Foss & Gibson (2015) (Eds.), [The entrepreneurial university: Case analysis and implications](#). London: Routledge, and more recently

² Rambe, P., & Madichie, N. (2020) Sustainable Broadcasting in Africa: Insights From Two South African Campus Radio Stations, *African Journal of Business and Economic Research*, 15(4), 189 – 220. DOI: 10.31920/1750-4562/2020/v15n4a9

³ Krueger, N. (2020) *It is Entrepreneurship Time: Ecosystem Building: An Idea Coming of Age?* ICSB Gazette, November 16, 2020. Issue 88, <https://icsb.org/itisentrepreneurshiptime/>

⁴ ICSB Gazette, 12 October 2020. Issue 85, “Policy measures supporting informal Micro, Small and Medium Enterprises (MSMEs) in developing countries during the Covid-19 Pandemic.” <https://icsb.org/policymeasuressupportingmsmes/>

Adesola & Datta (2020) (Eds.) [Entrepreneurial Universities: Creating Institutional Innovation in Times of Turbulence](#) Palgrave.

Furthermore, I have stumbled on a range of other activities in this space from Nigeria, where a *Features* article published in *The Nigeria Guardian* "[Campus radio must be socially-responsible](#)," highlighted the place and/ or plight of campus radios in that country. Some of these concerns echoed those raised over a decade ago in a 2009 article on Nigerian "[Radio stations for tertiary institutions](#)," highlighting the following:

*The Nigerian government has awarded licences to 27 tertiary institutions to operate community radio on their campuses. The education institutions given licences are to use the radio stations for teaching, research and entertainment. Radio remains the best medium of mass communication in Africa because of the continent's long-standing oral tradition.*⁵

Yes, the [campus radio](#) presents a sound platform for community development, despite the fears over their autonomy considering that funding may be from the University coffers. However, let us not forget that a similar model applies to students unions who remain autonomous irrespective of funding source.



⁵ Fatunde, T. (2009) NIGERIA: Radio stations for tertiary institutions, *University World News*, 19 April, <https://www.universityworldnews.com/post-mobile.php?story=20090416201514473>



About the Author:

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Skye Blanks

Editor, ICSB Gazette

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Comment:

This ICSB Gazette issue is featuring an article written by Dr. Nnamdi O. Madichie Professor of Marketing & Entrepreneurship at the UNIZIK Business School, Awka, Nigeria.

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