



FACULTY OF BUSINESS AND ECONOMICS
SHARING INFORMATION ON PROGRESS REPORT
2021

As a Faculty striving for perfection, the Eastern Mediterranean University Faculty of Business and Economics spends enthusiastic efforts in elevating our educational methods and material, training modes and producing individuals with a heightened sense of social responsibility. Among our many aims is the prospect of becoming a Faculty that serves not only its students and staff at Eastern Mediterranean University Faculty (EMU) but society at large as well; aiding in sustainable development, promoting entrepreneurship, supporting ethical business practices and bringing prosperity to the region. It is also within our aims to embody the vital Principles for Responsible Management Education, engaging in pedagogy on social responsibility, ethics, sustainability and environmentalism.

The FBE focuses on student-centered education to equip our graduates with the necessary skills to thrive in various environments, be able to think critically, act without prejudice, have high-level and effective communication skills, and a strong sense of ethics, sustainability, environmentalism, leadership and teamwork. We truly believe that the highly acclaimed PRME framework will be a welcome and beneficial guiding hand as we, the Faculty of Business and Economics, move through the path of preparing educational methods which encompass the needs and expectations of the ever-changing business world and our society while also furthering them. We are honored to say that PRME will further our Faculty's accreditation, joining other prestigious organizations such as FIBAA.

Carefully constructed, our Faculty of Business and Economics' PRME Progress Report presents our continuing efforts to instill the values put forward by PRME into our syllabus and extracurricular activities. It also outlines how our students and faculty members, who are a staple of our society in North Cyprus, contribute to our society through research and practice under the guidance of PRME principles.

As being part of the only state university in North Cyprus, our Faculty of Business and Economics will sustain the values brought to us by the PRME Convention, strengthened by the honor of having been accredited by such a renowned organization. We are prepared and motivated to continue the fulfillment of the commitment we made in 2018.



Prof. Dr. Seldjan Timur

Dean

INSTITUTIONAL DETAILS

EASTERN MEDITERRANEAN UNIVERSITY

The Higher Technological Institute was established in 1979 with the Departments of Electrical and Electronic Engineering and Mechanical Engineering with 105 students in Gazimagusa, North Cyprus. In 1985, the Government of the Turkish Republic of Northern Cyprus (TRNC) decided to establish a university in North Cyprus, and the Higher Technology Institute was transformed into a university named Eastern Mediterranean University. This move was supported fully by Turkey and the Turkish Council of Higher Education. Agreements were made with the most prestigious universities in Turkey including the Middle East Technical University of Ankara, which provided full support for the establishment of the new university. In 1986 with the new law passed in TRNC Parliamentary Assembly, the Higher Technological Institute was officially renamed as Eastern Mediterranean University and was established as a State University which was to be funded and governed by a foundation appointed by the Government of TRNC.

Eastern Mediterranean University grants degrees based on the authority given to it by the Statute Establishing the North Cyprus Education Foundation and Eastern Mediterranean University numbered 18/1986, with amendments 39/1992, 58/1992, 37/1997 that were approved by the TRNC Parliamentary Assembly.

EMU has been offering quality education through more than 100 undergraduate and school programs and close to 100 postgraduate and doctoral degree programs provided by 12 faculties, 5 schools, and Foreign Languages and English Preparatory School. Students are trained as individuals with excellent research skills, who can generate new knowledge, who are aware of and meticulous about environmental issues, who are creative, confident and ready to compete with the world youth. Eastern Mediterranean University has produced more than 60,000 graduates from different cultures and countries.

EMU is a higher education institution with a campus that spreads over 2200 acres and its highly developed infrastructure, prominent academic staff members, about 17,000 students from 110 and highly qualified 1,100 academics from 35 different countries. The university offers quality programs in English and Turkish, the opportunity of learning a second foreign language, student exchange programs, rich sports, social and cultural activity opportunities, international accreditations, an international teaching context, and a diploma recognized throughout the world. EMU prepares its students for their international careers by educating them in becoming creative and competitive individuals with entrepreneurial skills.

Students of EMU benefit from a wide variety of sports facilities. A modern stadium with a capacity of 5,000 seats, tartan athletics track, cardio center, spinning and TRX halls and an open area of 66,500 m² for sports and closed sports complex with a capacity of 3,500 seats are only some of the facilities from which students can benefit.

EMU offers a colorful and high quality campus life enriched by numerous social and cultural activities organized by more than 50 student clubs and international student associations operating under the International Office.

EMU has a fully equipped Health Center with 13 specialist doctors and a private ambulance. As well as the Health Center, there are over 30 research centers some of which directly provide services for students. Students can directly benefit from the services of the Center for Psychological Counseling, Guidance and Research (PDRAM) and the Center for Graduate Communications and Career Research.

Rauf Raif Denktas Culture and Congress Center is located in the north part of the university campus, 500 meters away from the beach and next to EMU Beach Club in Famagusta. The building houses convention and conference rooms, exhibition halls, museums, and art workshops. With a closed area of 5,700 square meters and a capacity seating up to 846 people, the building is the largest culture and congress center throughout the region.

In addition to the in-door and out-door sports complexes, the variant of student clubs and the fully-equipped offices they own where all club activities are planned, and the on-campus dormitory facilities reflect the student-oriented educational philosophy of Eastern Mediterranean University.

EMU is a full member of the International Association of Universities, the European University Association, Community of Mediterranean Universities and the Federation of the Universities of the Islamic World. Giving special importance to international recognition, EMU has received the accreditation of various prominent international accrediting bodies (<https://www.emu.edu.tr/en/about-emu/accreditations-recognitions-rankings-memberships/597>).

Times Higher Education (THE) World University Rankings, one of the most reputable publishers of the worldwide university rankings, listed EMU among the best universities of the world (<https://www.timeshighereducation.com/world-university-rankings>). Times Higher Education World University Rankings 2022 ranked EMU within the top 600 universities among the most prestigious 1600 universities across 99 countries and territories ([World University Rankings 2022 | Times Higher Education \(THE\)](#))



While Times Higher Education's "The World's Best Young Universities Rankings 2021" placed Eastern Mediterranean University within the 251-300 band

(<https://www.timeshighereducation.com/world-university-rankings/eastern-mediterranean-university>),



Times Higher Education University Impact Rankings where universities are assessed by the United Nations' Sustainable Development Goals, Eastern Mediterranean University is ranked in the 301-400 band

(https://www.timeshighereducation.com/rankings/impact/2021/overall#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined).



According to Quacquarelli Symonds (QS), a reputable and reliable international institution with its evaluations on the World University Rankings in the field of higher education, EMU received five stars out of five in Teaching, Internalization, Facilities and Inclusiveness and Employability.

As a state institution, the University is supervised by the Ministry of Education. In North Cyprus, higher education institutions are audited by the Higher Education Evaluation and Accreditation Council (YODAK) that oversees the quality of higher education. Additionally, all the programs of EMU have been approved by the Higher Education Council of Turkey.

(For detailed information please visit <https://www.emu.edu.tr/en>)

THE FACULTY OF BUSINESS and ECONOMICS

The Faculty of Business and Economics (FBE) is one of the 12 Faculties and 5 schools in the University. The Faculty began with two undergraduate programs in business and economics in 1986. As of Spring 2021, we offer 15 undergraduate (in English and Turkish), 24 masters (in English and Turkish) and 4 doctoral programs in four academic departments. FBE has four departments: Department of Business Administration, Department of Political Science and International Relations, Department of Economics, and Department of Banking and Finance.

FBE is the pre-eminent academic center in social sciences in North Cyprus. We attract students from a great number of countries in the Middle East, the Balkans, Eastern Europe, Asia, and Africa as well as Turkey with which North Cyprus has a special relationship. As of Spring 2021, we employ 46 full-time faculty members, 24 part-time faculty and 33 research assistants.

Currently more than 2000 students are enrolled in FBE. While 30% of our students are Turkish, 70% are International students. We are proud to have close to 9000 alumni who continue their careers all around the world.

The 2021 Times Higher Education World University Rankings highlighted the universities that are leading across business and management, accounting and finance, and economics and econometrics subjects. The Faculty of Business and Economics at Eastern Mediterranean University was ranked in the 401-500 band.



Additionally *ShanghaiRanking* in the Academic Ranking of World Universities 2021 listed EMU within the **401-500** band in the Economics category.



Eduniversal, the global ranking and rating agency specializing in higher education, listed 3 postgraduate programs from EMU's Business and Economics Faculty amongst the top 200 postgraduate programs in a report they prepared for 2021. Eduniversal, by examining more than 22,000 programs of nearly 4,000 institutions from 154 countries and dividing the universities into 9 regions ranked FBEs Energy Economics and Finance master's program 5th in the Eurasia and Middle East region in the field of Energy and Natural Resources; Banking and Finance master's program has been ranked 10th in the Eurasia and Middle East region in the field of

Corporate Finance and 10th in Eurasia and Middle East in the field of Economics (<https://www.best-masters.com/>).

As FBE, we reach out to the global community through international conferences and research centers. The Banking and Finance Department held the “5th International Conference on Banking and Finance Perspectives” in cooperation with University of Bedfordshire and with the contributions of Central Bank of Turkish Republic of Northern Cyprus (TRNC). Held online due to the pandemic, the conference attracted the participation of around 120 banking and finance specialists from 15 different countries. The conference included a special session for the TRNC Central Bank. Full-text articles of the conference are published in Springer Proceedings.

The Business Administration Department has been organizing the Studies on Urban and Environmental Issues conference series since 2014. The main purpose of the conference is to address all aspects of urban and environmental problems. There has been a disruption in this conference series due to the pandemic. It is expected to resume in 2022.

FBE is a member of AACSB International and ECPR European Consortium for Political Research.

(For detailed information please visit <https://fbe.emu.edu.tr/en>)

ACHIEVEMENTS REGARDING PRME PRINCIPLES

PRINCIPLE 1: PURPOSE

The programs in our Faculty have both a local and global focus in their curricula. We aim to produce well-rounded graduates who are able to use and integrate the various tools, techniques, and theories to help solve problems in organizations and the society. As such, the programs have a balanced emphasis, as they provide students not only with contemporary knowledge of the functional fields of management, but they also assist them in developing their communication, teamwork building, and analytical skills. Hence, students are encouraged to develop a strategic perspective on organizations and their parts. Our graduates have been employed by both local and international organizations.

In FBE, our goal is to integrate responsible management education principles into our curriculum. To achieve that goal, we plan to include sustainability, ethics, and environmental issues in the content of different courses. We also plan to enrich our curriculum by offering new courses that will cover these issues.

To achieve the goals of our Faculty, we work closely with our stakeholders. We utilize questionnaires to assess and evaluate opinions of our faculty members, students, and alumni. We are also in close contact with businesses, non-governmental organizations and public institutions, and collaborate to achieve managerial, societal and environmental goals. The Faculty of Business and Economics Advisory Board is another important stakeholder we work with both to improve our programs and to contribute to different organizations.

PRINCIPLE 2: VALUES

Our Faculty's values are excellence; respect and diversity; collaboration; and ethics. The FBE mission is as follows: "The Faculty of Business and Economics is primarily dedicated to offering high-quality education and learning experience to a diverse student body in an international setting, complemented by research on business, economic and social affairs, and the fostering of collaborative ties with our stakeholders."

This mission statement is in line with the EMU mission statement: "The Eastern Mediterranean University has set as a mission becoming a university acting in line with universal values, guided by internationally recognized academic educational criteria, providing solutions for regional and international problems with a sense of social responsibility, raising graduates who have internalized multiculturalism, free thought, tolerance and participation as well as carrying out work to make international improvements in the fields of production, science, arts and sports." In its vision statement, EMU emphasizes its main objectives, which are becoming a leading university preferred by students and academics that provides high-quality education based on scientific production and technology in a multicultural environment. The FBE vision, which is "to be a leading Faculty in the Eastern Mediterranean recognized for teaching excellence and relevant discipline-based research to enhance student learning in a multicultural environment," reflects the main objectives stated in the EMU vision statement.

As stated in its Strategic Plan 2017-2022, EMU aims to ensure the availability of the necessary environment for the enrichment and the diversification of the students' university experience. The University focuses on providing a student-centered education to an international student body that would support students' academic and career development. In order to strengthen the culture of science, research, creativity and innovation EMU is adopting policies to increase research capacity and education quality.

The programs offered by FBE fit into EMU's strategy due to its diverse student population, English language curriculum, and focus on closing the gap between theory and practice. Our teaching incorporates not just basic lecturing, but also heavily encourages student participation, and our in-class internet connections allow us to relate current organization actions to theories introduced in the textbook. Faculty members are encouraged to work with outside stakeholders in analyzing organizational, environmental, and social problems and engage in training and consulting activities.

EMU's commitment to equality and diversity is clearly stated as one of the main objectives that the university strives to achieve:

"To develop cultural diversity, intercultural competence, and empathy within the University and in the society"

Our Faculty re-emphasized its commitment to equality and prevention of discrimination and harassment by introducing an Anti-Discrimination Policy:

“The Faculty of Business and Economics is committed to promoting equal opportunity and providing a working and learning environment free from discrimination and harassment that may, amongst other things, be based upon race, national or ethnic origin, political affiliation, religion, sex, sexual orientation, disability, familial and/or marital status, or any other factor prohibited by law. Conduct or behavior of such a kind, whether by students or staff, will be treated in the most serious manner and should, wherever possible, be reported to the Dean or else to any other person of authority within the University. Any such complaints received by the Dean shall be investigated promptly and forwarded to the University’s disciplinary bodies whenever circumstances require. “

Internationality is one of the core values of EMU and it is built into curricula of programs offered by FBE. The University and FBE serve an internationally diverse student body. Such a diverse population enables our students to familiarize themselves with different cultures, understand cultural differences and learn how to live and work with individuals from different ethnic and cultural backgrounds.

The International Centre and national student associations formed and run by students also provide our students with the opportunity to practice such skills as management, negotiation, communication, and conflict management.

EMU has also signed collaboration agreements with higher education institutions in different parts of the world. Exchange programs with these institutions help our students improve their skills required to be successful in international and intercultural environments.

PRINCIPLE 3: METHOD

The curricula of programs at FBE combine local and global focus. Students can take as electives any of the courses with an international focus that is offered in the program. Students can also take elective courses from different departments to strengthen their global focus and enable them to increase their employability at the international level. Faculty members are encouraged to cover ethical issues and principles relevant to the concepts covered in their course.

FBE has become a member of PRME (The Principles for Responsible Management Education) in 2018. Since then, FBE has been working on the actions that need to be taken to comply with PRME principles. Due to the pandemic and lockdowns achievements have been relatively slow. Following the completion of the bureaucratic process, an Ethics and Corporate Social Responsibility course will be part of the curriculum for all Faculty students. The Corporate Social Responsibility course (MGMT334) is being offered as an elective course since Spring 2019 semester. Additionally, ethical concepts, environmental issues and sustainability topics are added to various courses offered by the faculty.

In addition to students from Cyprus and Turkey, the student body also contains a substantial international component at all levels, which strengthens the global perspective of the program. Through collaboration with several universities abroad, we are expanding our global reach.

The International Centre and national student associations formed and run by students also provide our students with the opportunity to practice such skills as management, negotiation, communication, and conflict management.

EMU has also signed collaboration agreements with higher education institutions in different parts of the world. Exchange programs with these institutions help our students improve their skills required to be successful in international and intercultural environments.

PRINCIPLE 4: RESEARCH

FBE employs both full-time and part-time academics. Consistent with its mission, which emphasizes teaching quality, relevant research and service to the community, FBE aims to recruit and retain academically or professionally qualified faculty. Thus, almost all teaching is undertaken by full-time faculty who are expected to participate actively in the process of curriculum development and design as well as continuous improvement efforts. This is supplemented by part-time faculty who are hired for only teaching responsibilities. However, these are primarily used in multiple group courses under the academic coordination of a full-time faculty member.

Our faculty members are well-qualified academics with PhD degrees from reputable universities in different countries. They remain active in their fields through research and publication in top scholarly journals, and collaboration with their colleagues in different academic institutions all around the world. Our instructors transfer their global experience to the classroom in order to create an effective learning environment. Appendix 1 is a list of selected publications in areas relevant to PRME.

Upon graduation our students will:

1. Demonstrate fundamental knowledge of and proficiency in the terminology, theories, and concepts specific to the field of management.
 - a. Demonstrate fundamental knowledge in the application of managerial concepts and theories.
 - b. Demonstrate fundamental knowledge in technical skills of management, information systems, quantitative techniques, and statistics.
 - c. Demonstrate fundamental knowledge in aspects of management and social business environment including legal environments, economics, ethics, communication and the global dimensions of organizations.
2. Integrate and synthesize how the different managerial contribute in unison to organizational well-being.
3. Understand the effects of globalization and the importance of cultural diversity.
 - a. Work with and/or lead a diverse team toward goal accomplishment.
 - b. Harness the various skills necessary to become effective team players in contemporary organizations.
4. Apply the appropriate decision-making tools and techniques when facing problems.
5. Possess the ability to articulate the important role that managers play and appreciate their influence on organizational performance.

6. Be knowledgeable about the latest trends and follow managerial, economic, financial and societal developments.

PRINCIPLE 5: PARTNERSHIP

EMU has signed student exchange agreements with different HEIs in such countries as Austria, Canada, China, France, Germany, India, Italy, Korea, UK, and the USA. The University has faculty exchange agreements with different universities in countries such as Albania, Austria, Denmark, Germany, Iran, Korea, Macedonia, Mexico, and Romania. Academic, educational and cultural collaboration and cooperation agreements have been signed with HEIs in countries like Albania, Azerbaijan, Belgium, Canada, Chile, Denmark, France, India, Iran, Korea, and the UK. The complete list of HEIs with which agreements have been signed and the description of the agreements are available upon request.

EMU has also renewed the agreement with the Warwick Manufacturing Group of Warwick University to offer the Master of Engineering Management and the Master of Supply Chain Management degrees. FBE has played an active role in this collaboration since its commencement.

The FBE is a member is a full member of AACSB International and European Consortium for Political Research. All programs in our faculty are accredited by FIBAA. The FBE recently established an Institutional Membership Office to manage Faculty's relationships with other HEIs and professional organizations.

We employ working professionals as part-time instructors. They bring their experience to the classroom and provide students with a holistic view of the business world. They also help the Faculty maintain close ties with businesses and organizations.

Most of our core faculty members also have experience in their fields and they maintain their relationship with their practical fields through research projects. Our faculty members share their experiences in the classroom to improve their teaching effectiveness.

We work closely with the Faculty of Business and Economics Advisory Board. The Board includes representatives from businesses in different industries, associations, and non-governmental organizations. The Board offers invaluable expertise and provides support to our Faculty by advising on strategies and programs. The Board also plays a key role in our collaboration strategy with businesses, non-governmental organizations and government institutions.

The FBE Advisory Body includes the following names:

Turgay Deniz, President, Cyprus Turkish Chamber of Commerce

Candan Avunduk, President, Cyprus Turkish Chamber of Industry

Rifat Gunay, President, North Cyprus Central Bank

Ersan Dagli, CEO, Dagli Insurance Company

Kemal Gokeri, Retired Diplomat

Ebru Deniz Tekman, Communication Expert, Civic Space – local NGO

PRINCIPLE 6: DIALOGUE

Faculty members in the program cooperate with each other in their areas of research and other academic events such as conferences and discussion panels. Cooperation is institutionalized through departmental councils, Faculty Council, joint committee work, and multi-group coordination.

We conduct an online survey to solicit alumni evaluation of the programs in our Faculty. The evaluation by the alumni provides valuable feedback about the courses, missing topics and what can be done to improve our programs and achieve our objectives.

Our program coordinators have close relationships with the community. The network that instructors have enables us to get informal feedback about the skills required to be successful in organizations and the skills that our students may be lacking. The feedback provided by employers and different organizations is useful in identifying course needs and taking appropriate steps to align our programs with the requirements of the community and the global world. We also conduct survey to solicit employer evaluation of our programs.

Banking and Finance Department conducted a series of micro-financial projects as part of FINA 325 Investments course in order to lend a helping hand to the local charities and to give back to the community. The projects were supervised by course lecturers and research assistants. Some of the projects are listed below:

- The microfinance project “The Muffins Power” made a hundred muffins and distributed them in dormitories within the proximity of the university. Proceeds from the project were donated to a local charity.
- The micro-financial project entitled “Golden Stars” consisted of offering to capture images from the spring fest, held at EMU, in return for small charitable donations. Donations received were then spent to purchase craft materials that were given to the Children of Downs Café.
- The project “FOREX Workshop” conducted several interactive workshops sessions in the Faculty of Business and Economics’ trading center to broaden students’ understanding of how trading platforms work. The workshop covered a wide range of topics; from the basis of financial markets and definitions of financial terminologies to practiced investment strategies and the fundamentals of technical analysis.

- The project entitled “A Better Place for a Better Tomorrow” refurbished a classroom in Canbulat Primary School, which is a public school located in Famagusta district, in order to create a better, more productive and friendly environment for students. The materials required were supplied by a sponsor, Arkadaş Trading Ltd., a local paint distributor.

APPENDIX 1

SELECTED PUBLICATIONS BETWEEN 2019-2021

Philip, Lucy Davou, Kamil Sertoglu, Seyi Saint Akadiri, and Godwin Olasehinde-Williams (2021). “Foreign direct investment amidst global economic downturn: is there a time-varying implication for environmental sustainability targets?” *Environmental Science and Pollution Research*: 1-10. (Early Access)

Güngör, Hasan, Maryam Abu-Goodman, Ifedolapo Olabisi Olanipekun, and Ojonugwa Usman (2021). “Testing the environmental Kuznets curve with structural breaks: the role of globalization, energy use, and regulatory quality in South Africa.” *Environmental Science and Pollution Research*: 1-12. (Early Access)

Solarin, Sakiru Adebola, Solomon P. Nathaniel, Festus Victor Bekun, Akinbode Michael Okunola, and Abdulkareem Alhassan (2021). “Towards achieving environmental sustainability: environmental quality versus economic growth in a developing economy on ecological footprint via dynamic simulations of ARDL.” *Environmental Science and Pollution Research*: 1-18. (Early Access)

Miklyaev, Mikhail, Glenn Jenkins, and David Shobowale (2021). “Sustainability of Agricultural Crop Policies in Rwanda: An Integrated Cost–Benefit Analysis.” *Sustainability* 13, no. 1: 1-1.

Safaeimanesh, Shahrzad, and Glenn P. Jenkins (2021). “Trade Facilitation and Its Impacts on the Economic Welfare and Sustainable Development of the ECOW-AS Region.” *Sustainability* 13, no. 1: 164.

Jenkins, Hatice, Ezuldeen Alshareef, and Amer Mohamad (2021). “The impact of corruption on commercial banks’ credit risk: Evidence from a panel quantile regression.” *International Journal of Finance & Economics*. (Early Access)

Ali, Aminu, Monday Usman, Ojonugwa Usman, and Samuel Asumadu Sarkodie (2021). “Modeling the Effects of Agricultural Innovation and Biocapacity on Carbon Dioxide Emissions in an Agrarian-Based Economy: Evidence From the Dynamic ARDL Simulations.” *Frontiers in Energy Research* 8: 381.

Cihat, Köksal, Katircioglu Setareh, and Katircioğlu Salih (2021). “The role of financial efficiency in renewable energy demand: Evidence from OECD countries.” *Journal of Environmental Management* 285: 112122.

Ekwueme, Daberechi Chikezie, Joshua Dzankar Zoaka, and Andrew Adewale Alola (2021). “Carbon emission effect of renewable energy utilization, fiscal development, and foreign direct investment in South Africa.” *Environmental Science and Pollution Research*: 1-13. (Early Access)

Shahee, Mostafa, and Glenn P. Jenkins (2021). “Income inequality and the cost of recessions.” *Acta Oeconomica* 71, no. 1: 85-97.

Faisal, Faisal, Ruqiya Pervaiz, Nesrin Ozatac, and Turgut Tursoy (2021). “Exploring the relationship between carbon dioxide emissions, urbanisation and financial deepening for Turkey using the symmetric and asymmetric causality approaches.” *Environment, Development and Sustainability*: 1-29.

Chandio, Abbas Ali, Korhan K. Gokmenoglu, and Fayyaz Ahmad (2021). “Addressing the long- and short-run effects of climate change on major food crops production in Turkey.” *Environmental Science and Pollution Research*: 1-17. (Early Access)

Qasim, Suhad Othman, Mustafa Tumer, Ali Ozturen, and Hasan Kilic (2020). “Mediating role of legal services in tourism development: a necessity for sustainable tourism destinations.” *Current Issues in Tourism*: 1-18.

Eluwole, Kayode Kolawole, Seyi Saint Akadiri, Andrew Adewale Alola, and Mfonobong Udom Etokakpan (2020). “Does the interaction between growth determinants a drive for global environmental sustainability? Evidence from world top 10 pollutant emissions countries.” *Science of the Total Environment* 705: 135972

Usman, Ojonugwa, Iormom Bruce Iortile, and George Nwokike Ike (2020). “Enhancing sustainable electricity consumption in a large ecological reserve–based country: the role of democracy, ecological footprint, economic growth, and globalisation in Brazil.” *Environmental Science and Pollution Research*: 1-14. (Early Access)

Gokmenoglu, Korhan K., and Baris Memduh Eren (2020). “The role of international tourism on energy consumption: empirical evidence from Turkey.” *Current Issues in Tourism*: 1059-1065.

Usman, Ojonugwa, Ifedolapo O. Olanipekun, Paul Terhemba Iorember, and Maryam Abu-Goodman (2020). “Modelling environmental degradation in South Africa: the effects of energy consumption, democracy, and globalization using innovation accounting tests.” *Environmental Science and Pollution Research* 27, no.8

Magazzino, Cosimo, Festus Victor Bekun, Mfonobong Udom Etokakpan, and Gizem Uzuner (2020). “Modeling the dynamic Nexus among coal consumption, pollutant emissions and real income: empirical evidence from South Africa.” *Environmental Science and Pollution Research* 27, no. 8

Etokakpan, Mfonobong Udom, Festus Fatai Adedoyin, Yorucu Vedat, and Festus Victor Bekun (2020). “Does globalization in Turkey induce increased energy consumption: insights into its environmental pros and cons.” *Environmental Science and Pollution Research International*.

Akadiri, S. S., A. A. Alola, F. V. Bekun, and M. U. Etokakpan (2020). “Does electricity consumption and globalization increase pollutant emissions? Implications for environmental sustainability target for China.” *Environmental Science and Pollution Research International*.

Bekun, Festus Victor, Kürşat Yalçiner, Mfonobong Udom Etokakpan, and Andrew Adewale Alola (2020). “Renewed evidence of environmental sustainability from globalization and energy

consumption over economic growth in China.” *Environmental Science and Pollution Research*: 1-15.

Sharif, Arshian, Ozge Baris-Tuzemen, Gizem Uzuner, Ilhan Ozturk, and Avik Sinha (2020). “Revisiting the role of renewable and non-renewable energy consumption on Turkey’s ecological footprint: Evidence from Quantile ARDL approach, 57” *Sustainable Cities and Society*: 102138.

Ike, George N., Ojonugwa Usman, Andrew Adewale Alola, and Samuel Asumadu Sarkodie (2020). “Environmental quality effects of income, energy prices and trade: The role of renewable energy consumption in G-7 countries.” *Science of the Total Environment* 721: 137813.

Etokakpan, Mfonobong Udom, Olawumi Abeni Osundina, Festus Victor Bekun, and Samuel Asumadu Sarkodie (2020). “Rethinking electricity consumption and economic growth nexus in Turkey: environmental pros and cons.” *Environmental Science and Pollution Research*: 1-19.

Uzuner, Gizem, Seyi Saint Akadiri, and Taiwo Temitope Lasisi (2020). “The asymmetric relationship between globalization, tourism, CO2 emissions, and economic growth in Turkey: implications for environmental policy making.” *Environmental Science and Pollution Research International*.

Feridun, Mete, and Hasan Güngör (2020). “Climate-Related Prudential Risks in the Banking Sector: A Review of the Emerging Regulatory and Supervisory Practices.” *Sustainability* 12, no. 13: 5325.

Gokmenoglu, Korhan K., Nigar Taspinar, and Mohammad Mafizur Rahman (2020). “Military expenditure, financial development and environmental degradation in Turkey: A comparison of CO2 emissions and ecological footprint.” *International Journal of Finance & Economics*.

Ojonugwa Usman, Festus Victor Bekun, and George Nwokike Ike (2020). “Democracy and tourism demand in European countries: does environmental performance matter?.” *Environmental Science and Pollution Research*.

Murude Ertac and Cem Tanova (2020). “Flourishing Women through Sustainable Tourism Entrepreneurship.” *Sustainability* 12, no. 14.

Rafindadi, Abdulkadir Abdulrashid, and Ojonugwa Usman. “Toward sustainable electricity consumption in Brazil: the role of economic growth, globalization and ecological footprint using a nonlinear ARDL approach.” *Journal of Environmental Planning and Management* (2020): 1-25.

Ji, Xiangfeng, Muhammad Umar, Shahid Ali, Wajid Ali, Kai Tang, and Zeeshan Khan (2020). “Does fiscal decentralization and eco-innovation promote sustainable environment? A case study of selected fiscally decentralized countries.” *Sustainable Development*.

Balcilar, Mehmet, Zeynel Abidin Ozdemir, Bedriye Tunçsiper, Huseyin Ozdemir, and Muhammad Shahbaz (2020). “On the nexus among carbon dioxide emissions, energy

consumption and economic growth in G-7 countries: New insights from the historical decomposition approach.” *Environment, Development and Sustainability*: 1-38.

Hao, Lin-Na, Muhammad Umar, Zeeshan Khan, and Wajid Ali (2020). “Green growth and low carbon emission in G7 countries: How critical the network of environmental taxes, renewable energy and human capital is?” *Science of the Total Environment* 752: 141853

Andrew Adewale Alola, and Uju Violet Alola (2019). “Agricultural land usage and tourism impact on renewable energy consumption among Coastline Mediterranean Countries.” *Energy & Environment* 29, no. 8: 1438-1454.

Baris Eren Memduh, Nigar Taspinar, and Korhan K. Gokmenoglu (2019). “The impact of financial development and economic growth on renewable energy consumption: Empirical analysis of India.” *Science of the Total Environment* 663:189-197.

Andrew Adewale Alola, and Uju Violet Alola (2019). “The dynamic nexus of crop production and population growth: housing market sustainability pathway.” *Environmental Science and Pollution Research* 26, no.7: 6472-6480