

Examination of the Mission and Vision Statements of Health Management Departments in Türkiye: A Thematic Analysis

Türkiye'deki Sağlık Yönetimi Bölümlerinin Misyon ve Vizyon İfadelerinin Tematik Olarak İncelenmesi

Seyhan BULAN, Alper CİHAN

ABSTRACT

The aim of this study is to scrutinise the mission and vision statements of health management departments in Turkey, examining the thematic aspects of the expressions used. These statements' frequencies, similarities, and differences have been studied to establish a general framework for health management departments. It was thought that the study would contribute to the determination of a strategic roadmap by creating a common mission and vision for health management departments. The universe of the study consisted of 80 health management departments accepting students in Turkey in 2022. Health management departments that included mission and vision statements between February and March 2023, when the study data were collected, were included in the sample of the study. Data for the study were collected from these departments' mission and vision statements the websites of health management departments were examined, and a qualitative study was conducted using a content analysis technique. The data were processed and subjected to analysis using Excel and Voyant Tools software programs. In the current study, the most common concepts found in the mission and vision statements of health management departments pertain to the duties of managers and the expected roles of health management departments. The main themes in vision statements include education, research, societal benefit, and human resources. The manner in which mission and vision statements reflect the field of health management has been elucidated. Undoubtedly, enhancing the quality of education in the field of health management will have a positive impact on improving the quality of health services. Thus, it is crucial for mission and vision statements to remain current. The significance of this study lies in the absence of a study encompassing the phenomenon of mission and vision in the field of health management. The findings and discussions in the literature have been evaluated, and research recommendations have been proposed to enrich the study. No studies addressing the concept of mission and vision in the field of health management were identified in the literature. The findings were discussed and evaluated in conjunction with similar studies.

Keywords: Health management education, Mission, Vision, University

ÖZ

Bu çalışmanın amacı, Türkiye'deki sağlık yönetimi bölümlerinin misyon ve vizyon ifadelerini incelemek ve kullanılan ifadelerin tematik

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Seyhan BULAN (✉)

ORCID ID: 0000-0002-2255-7438

Istanbul University-Cerrahpaşa, Faculty of Health Sciences, Department of Health Management PhD Student, Istanbul, Türkiye
Istanbul Üniversitesi-Cerrahpaşa, Sağlık Bilimleri Fakültesi, Sağlık Yönetimi Bölümü Doktora Öğrencisi, İstanbul, Türkiye
seyhanbulan1@gmail.com

Alper CİHAN

ORCID ID: 0000-0001-5246-7217

Istanbul University-Cerrahpaşa Faculty of Health Sciences, Department of Health Management, Istanbul, Türkiye
Istanbul Üniversitesi-Cerrahpaşa Sağlık Bilimleri Fakültesi, Sağlık Yönetimi Bölümü, İstanbul, Türkiye

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yönlerini incelemektir. Bu ifadelerin frekansları, benzerlikleri ve farklılıkları incelenerek sağlık yönetimi bölümleri için genel bir çerçeve oluşturulmuştur. Çalışmanın sağlık yönetimi bölümleri için ortak bir misyon ve vizyon oluşturarak stratejik bir yol haritasının belirlenmesine katkıda bulunacağı düşünülmüştür. Çalışmanın evrenini, 2022 yılında Türkiye’de öğrenci kabul eden 80 sağlık yönetimi bölümü oluşturmuştur. Çalışma verilerinin toplandığı Şubat-Mart 2023 tarihleri arasında misyon ve vizyon ifadeleri içeren sağlık yönetimi bölümleri çalışmanın örnekleme dahil edilmiştir. Çalışmanın verileri bu bölümlerin misyon ve vizyon ifadelerinden toplanmış, sağlık yönetimi bölümlerinin web siteleri incelenmiş ve içerik analizi tekniği kullanılarak nitel bir çalışma yürütülmüştür. Veriler Excel ve Voyant Tools yazılım programları kullanılarak işlenerek analiz edilmiştir. Mevcut çalışmada, sağlık yönetimi bölümlerinin misyon ve vizyon ifadelerinde bulunan en yaygın kavramlar, yöneticilerin görevleri ve sağlık yönetimi bölümlerinin beklenen rolleriyle ilgilidir. Vizyon ifadelerindeki ana temalar eğitim, araştırma, toplumsal fayda ve insan kaynaklarıdır. Misyon ve vizyon ifadelerinin sağlık yönetimi alanını yansıtmaya biçimi açıklanmıştır. Şüphesiz, sağlık yönetimi alanındaki eğitimin kalitesinin artırılması sağlık hizmetlerinin kalitesini iyileştirmede olumlu bir etkiye sahip olacaktır. Bu nedenle, misyon ve vizyon ifadelerinin güncel kalması çok önemlidir. Bu çalışmanın önemi, sağlık yönetimi alanında misyon ve vizyon olgusunu kapsayan bir çalışmanın olmamasıdır. Literatürdeki bulgular ve tartışmalar değerlendirilmiş ve çalışmayı zenginleştirmek için araştırma önerileri önerilmiştir. Literatürde sağlık yönetimi alanında misyon ve vizyon kavramını ele alan hiçbir çalışma tespit edilmemiştir. Bulgular benzer çalışmalarla birlikte tartışılmış ve değerlendirilmiştir.

Anahtar Sözcükler: Sağlık yönetimi eğitimi, Misyon, Vizyon

INTRODUCTION

Education, equipped with the skills and knowledge to realise individuals’ projects, enables individuals to undertake initiatives, assume responsibilities, critically evaluate events, be sensitive to cultural and aesthetic issues, and be conscious of democracy and human rights (Turkish Higher Education Board, 2007). The philosophy of education speaks of specific patterns to achieve its purpose, and fundamentally, the common goal of all efforts is to nurture good individuals (Uçak & Erdem, 2020).

The primary stakeholders in higher education are state or foundation universities, higher education institutions, and academics. All these stakeholders directly impact the quality of education (Bengisu, 2007).

Universities possess scientific autonomy and legal personality. They contribute to the development of society by conducting scientific research, supporting the production of necessary human resources, endorsing free thinking, and providing solutions to the country’s problems (Özdem, 2011). Article 130 of the Constitution states that universities’ duties include training human resources, conducting scientific research and publications, and serving the country and society (Constitution of the Republic of Turkey, 1982). The expected services from higher education in today’s conditions can be summarised under three headings: producing knowledge through scientific research, engaging in educational activities, and providing public services (Turkish Higher Education Board, 2007).

Examining the services universities offer to the public, these include educational services, health services provided in affiliated hospitals, undertaking projects for the country’s needed innovations, supporting development in regions with low levels of prosperity, and creating projects under the advocacy category to contribute to supporting vulnerable segments of society (Turkish Higher Education Board & Turkish Higher Education Board, 2007).

The recipients of the services provided by universities vary. A university providing services in the public domain can cater to individuals from all walks of life. From an educational perspective, students and parents are included in the service scope (Bengisu, 2007). Universities are sources of reference for society to reach innovations. The fundamental problems of society are influenced by science and education policies. The existence of economic developments is also possible through referencing science (Dolgun, 2010).

In the 21st century, due to the rapid pace of political, economic, and social changes, global standards are emerging to adapt to this change (Çetin, 2015). Effective and efficient structure is possible through good planning. The rapidly changing environment and organisational expectations emphasise the importance of strategic thinking (Arabacı, 2007).

Information technology and mass communication developments indicate an increase in competition conditions, necessitating higher education institutions to reassess themselves.

With the increasing demand for higher education institutions, the expectation for quality education has also risen. Universities need to adopt a strategic approach in all areas, from administrative services to research studies and educational activities (Emekçi & Doğan, 2020).

When universities formulate their strategic plans, they significantly influence the country’s future. Therefore, studies should be conducted meticulously and thoughtfully to prepare for the future (Özmen et al., 2013).

Mission

The mission explains an organisation’s purpose, articulating its activities that define its uniqueness by guiding effective decision-making for managers, forming the first step in strategic movements (Kunt, 2012). The mission describes the organisation’s tasks and contains qualitative rather than quantitative expressions. It aims for continuous improvement and involves the entire organisation (Öztürk Başpınar, 2020).

The mission statement is a comprehensive guide for achieving the desired state (Arabacı, 2007). Mission statements are evaluated to establish behavioural patterns in the organisation's daily decisions, create organisational culture, and derive values from the mission (Öztürk Başpınar, 2020). Mission statements motivate employees, creating a shared synergy to achieve tasks and goals (Muslu, 2014). When formulating a mission, it can be explained in terms of the reason for existence, identifying the target audience to be served, determining the needs addressed, and outlining the approach when providing services (Presidency of the Republic of Turkey Strategy and Budget Directorate, 2021).

Questions that should be answered for the mission include what, how, for whom, and why. Answering these questions allows the mission statements to be used as a guide (Abell, 2006). When universities create mission statements, topics that need careful consideration include the purpose of existence, the individuals served, the needs addressed, and the manner of service provision (Presidency of the Republic of Turkey Strategy and Budget Directorate, 2021). Teamwork should be employed in determining the mission, ensuring the contribution of all faculty members for a more meticulous result (Küçükçene & Özdemir, 2022). When creating a mission, the reason for existence should be explained, the audience to be served should be determined, which needs should be met, and the path followed while providing services should be explained (Presidency of the Republic of Turkey Strategy and Budget Directorate, 2021).

The mission involves planning, organising, directing, supervising, and coordinating higher education, thus contributing to social, technological, scientific, and economic development (Turkish Higher Education Board 2019-2023 Strategic Plan). The mission definition should be written in a short but comprehensive manner, expressing the result and easily understood, without detailing how the mission will be achieved (Bengisu, 2007).

Vision

From a university perspective, vision can be considered as expressing the future and evaluating the values and goals to be achieved at the end of the tasks. It is expected to reflect long-term goals (Presidency of the Republic of Turkey Strategy and Budget Directorate, 2021).

The vision expresses the idealised future of an organisation and shapes its activities (Öztürk Başpınar, 2020). We can categorise the formation of vision under three headings: management philosophy, image, and predicting the future (Ramazanoğlu & Bahçeci, 2006). The ability to predict the future is an indispensable element. Predicting the future is crucial for management to make preparations. The better the foresight, the more successful the system becomes (Ertürk, 2020). Vision is the guide and dream of the organisation. When expressing a vision, it should be brief, concise, and not contain numerical values (Bengisu, 2007). The statements contained in the vision reflect the organisation's culture. A university's vision reflects the ideal state it should aspire to be (Öztürk Başpınar, 2020).

It involves supporting research, conducting scientific studies, elevating higher education institutions among the world's elite universities to support the country's development, and producing human resources with ethical and humane values that benefit society (Turkish Higher Education Board 2019-2023 Strategic Plan).

The core ideology is like the identity of the organisation, looking at the content of the vision concept. This concept cannot be crafted through deliberate effort but is discovered through the organization's internal journey. The core ideology remains unaffected by leadership changes, technological advancements, or market Dynamics. Basic goals explain the reason for existence, indicating the destination (Collins & Porras, 1996).

Vision statements should be expressed briefly and be easily understandable, inspiring change and supporting it. The statements should be achievable and ambitious (Presidency of the Republic of Turkey Strategy and Budget Directorate, 2021).

When creating a vision, the following topics need to be addressed: societal perspective, sectoral perspective, stakeholder perspective, and institutional perspective. Answers to what we want to achieve for all these stakeholders need to be provided (Presidency of the Republic of Turkey Strategy and Budget Directorate, 2021).

Mission and Vision

By formulating strategic plans, universities should incorporate mission, vision, and values to produce a qualified workforce for their economic, political, cultural, and social enterprises (Taşar, 2021). As the qualifications of the required workforce change, elements such as knowledge, skills, and competencies that the education system needs to instil in students should also evolve and develop (Cansoy, 2018). Having a mission and vision is crucial for universities to sustain competitiveness and establish a foothold in the sector (Muslu, 2014). While managing knowledge, universities need to be systematic, accurately identify their knowledge needs, keep track of competitors, and proactively create missions compatible with changes (Çınar & Tütünsatar, 2017). The speed of knowledge sharing has increased alongside knowledge production, leading to a demand for individuals who can keep up with this pace. Therefore, institutions are expected to formulate their mission and vision with this in mind (Çetin, 2015).

When formulating the vision and mission of faculties, realism is believed to enhance the quality of the education process (Karadağ & Özdemir, 2015). The vision concept is related to management and involves leadership, while the mission answers the questions of what and why. Vision expresses the level of realisation (Presidency of the Republic of Turkey Strategy and Budget Directorate, 2021). Mission and vision are integral parts of organisational culture, where mission indicates distinctiveness, and vision signifies the anticipated future (Sağdıç, 2020). These statements not only provide insights into the institution's image and activities but also serve as a guide for employees and a roadmap for managers (Öcal, 2023).

Mission and vision statements should clearly specify what success is and how it will be measured. Employees should be motivated by these statements and derive satisfaction from creating something meaningful (Ramazanoğlu & Bahçeci, 2006).

Purpose and Significance of the Study

The study seeks to examine the statements used in the mission and vision of departments providing health management education, aiming to facilitate their alignment around a shared mission and vision. The proposed example of shared mission and vision statements is expected to positively contribute to the educational outcomes in the context of strategic management. A review of the literature revealed no prior studies examining the mission and vision statements of health management departments.

Research Questions

1. What are the prominent expressions in the mission and vision statements of health management departments?
2. Do the mission and vision statements of health management departments vary among universities?
3. Under which categories are the main themes that gather the missions and visions of the health management departments?
4. Are the mission and vision statements of health management departments sufficient?

Limitations of the Research

The study is limited to health management departments of universities that admitted students in the year 2022 and shared their mission and vision statements, as obtained from the <https://yokatlas.yok.gov.tr/> website of higher education institutions. The literature review is constrained by the available sources. While 47 health management departments include vision statements, 49 include mission statements.

Sample

All universities in Turkey with a health management department form the population of the study. The sample consists of health management departments that admitted students in 2022 and shared their mission and vision information on their websites. All stages of the study are detailed. While 34 health management departments do not include mission statements, 36 health management departments do not include vision statements.

Method

The study was conducted using a qualitative research design, with data collected through the document analysis method.

This study conducted analyses using Microsoft Excel 2021 and Voyant Tools software. Mission and vision statements shared by health management departments were examined, and the frequencies of words and sentences used were observed, with expressions categorised. The scanning of mission and vision statements was conducted by reviewing the introduction or

about sections on the web pages of health management departments and relevant department information packages. The research data were collected between 03.02.2023 and 30.03.2023. The health management department's discipline of health management was included in the research.

Document review research is conducted by working with written materials of planned cases. (Yıldırım & Şimşek, 2021). In content analysis, three different models exist. In this study, the research model that employs the content analysis technique and answers at least one of the questions "what, how, for whom" was adopted (Öğülmüş, 1980).

In qualitative research, words and sentences are the building blocks of written sources, and analysing the frequency of word usage is possible. While sentences are used as the unit of analysis, themes and categories are created and classified, and data become meaningful (Yıldırım & Şimşek, 2021).

Categorising involves grouping the parts of a classifying whole to ensure semantic integrity. After creating categories, content analysis and codings are performed (Metin & Ünal, 2022). In deductive coding, the researcher reads the documents in detail and determines the critical dimensions according to the research question. Specific codes are defined, creating a conceptual study. Coding is obtained from the data, and the concept forms the basic unit of analysis. In qualitative research, coding is initiated by analysing the data, creating themes, making numerical arrangements of codes, and describing and interpreting findings (Yıldırım & Şimşek, 2021). When performing the counting process, one assumption is that the frequency indicates the main theme, and the second assumption is that each piece of data (word, sentence, character) carries the same weight (Öğülmüş, 1980).

When working with qualitative data, numerical data can be obtained through simple percentage and frequency calculations. The purpose of quantification is to increase reliability, reduce bias, compare themes or categories, and test the results with larger samples through surveys (Yıldırım & Şimşek, 2021).

Since the study utilized secondary data, ethical approval from the ethics committee was not sought.

Validity and Reliability

In qualitative research, the aim is to explain the subject descriptively. The depth of the obtained data is crucial in terms of validity and reliability (Yıldırım & Şimşek, 2021). Reliability is demonstrated when different researchers can observe the same data on the same sample. The reliability of categories is related to a well-defined description of categories. Conducting a preliminary study before creating categories contributes to reliability (Öğülmüş, 1980).

Validity is reaching accurate information by taking necessary precautions when accessing information. Reliability, on the other hand, involves conducting the study in a way that allows another researcher to work on the same topic (Yıldırım & Şimşek, 2021).

In the validity study, content analysis is classified into four types: surface, predictive, concurrent, and construct validity. Descriptive studies generally find surface validity sufficient (Öğülmüş, 1980).

Findings

Information related to the mission and vision of the relevant institutions was compiled from the websites of health management departments, and similarities were clustered to create a common foundation for mission and vision. Findings are presented under two headings: vision findings and mission findings.

Vision Findings

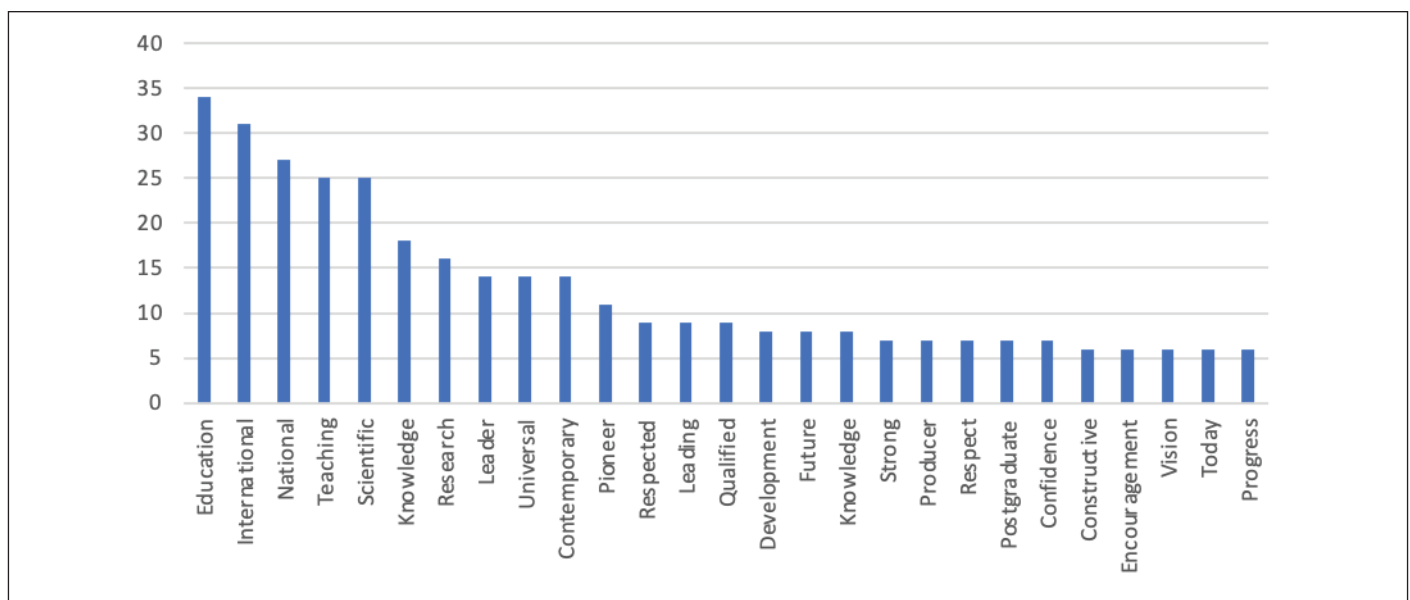
In the vision findings, 1162 words were analysed, and the most frequently used words are shown in the table below.

The words emphasised most frequently have revolved around the realm of education and teaching. The vision of health management education can be considered contemporary and leading with a universal perspective on national and international platforms, grounded in scientific research, teaching, and knowledge production.

The vision statements have been categorised into four main groups, generating 32 sub-themes. The identified categories are education-teaching, research, societal benefit, and human resources.

Table 1: Education and Teaching Themes in the Vision Category

Theme	Code	Count (n)
Education and Training	Being a reputable institution with pride in its students and graduates at the national and international levels	18
	Providing education in contemporary standards	17
	Being a leading program	16
	Providing education based on universal values	14
	Offering education at undergraduate and postgraduate levels	14
	Being a preferred and recognised institution at the national and international levels	14
	Being a pioneer in national and international health management education	13
	Keeping educational programs up to date	11
	Conducting collaborative work with stakeholders	7
	Contribution to the field of health management at local, regional, national, and international levels	4
	Having a distinguished faculty	2
	Developing organisational commitment - creating a positive institutional culture	1
Total		131



Graph 1: Frequency graph of words used in vision statements.

In the Education and Training theme, when coding is arranged by frequency, the expression “being an institution that students and employees will take pride in” takes the first place. Having a strong image as a department of health management is undoubtedly essential for both employees and students. An institution to be proud of can be described as an institution that has achieved successes and innovations. In the second place, there is the expression of providing education following contemporary standards. Incorporating contemporary standards involves integrating current developments into education and training. The expression “being a leading program” takes third place. Being a leading department can be considered proportionate to the magnitude of the contribution to the field. To be a nationally and internationally preferred institution, to provide education based on universal values, to keep education and training programs up-to-date, and to contribute to the field by engaging in activities require collaboration with stakeholders throughout all these efforts.

Table 2: Vision Themes in the Research Category

Theme	Code	Count (n)
Research	Producing and developing knowledge nationally and internationally disseminating	27
	Conducting scientific studies	16
	Following scientific and technological developments	5
	Enhancing international competitiveness	5
	Leading regional competitors with educational and research power	2
Total (n)		55

When examining the codes in the research theme, the first place is occupied by the expression “producing and developing knowledge nationally and internationally and disseminating this knowledge.” The second place is taken by the phrase “conducting scientific studies.” Pursuing scientific and technological developments opens the way for the Health Management Department in terms of national and international competitiveness.

Table 3: Vision Themes in the Social Benefit Category

Theme	Code	Count (n)
Social Benefit	Contributing to the development of the healthcare system	27
	Influencing health policies	19
	Adding value to the healthcare system	16
	Identifying and addressing the changing healthcare needs of the community	5
	Providing knowledge and skills to improve the quality of healthcare services	2
Total (n)		69

In the Social Benefit category, when examining the codes, contributing to the development of the healthcare system ranks first. Shaping health policies follows in the second place, and adding value to the healthcare system holds the third position. Research in healthcare management identifies issues within the healthcare system and develops solutions, thereby enhancing the quality of healthcare services and contributing to the development of health policies.

Table 4: Vision Themes in the Human Resources Category

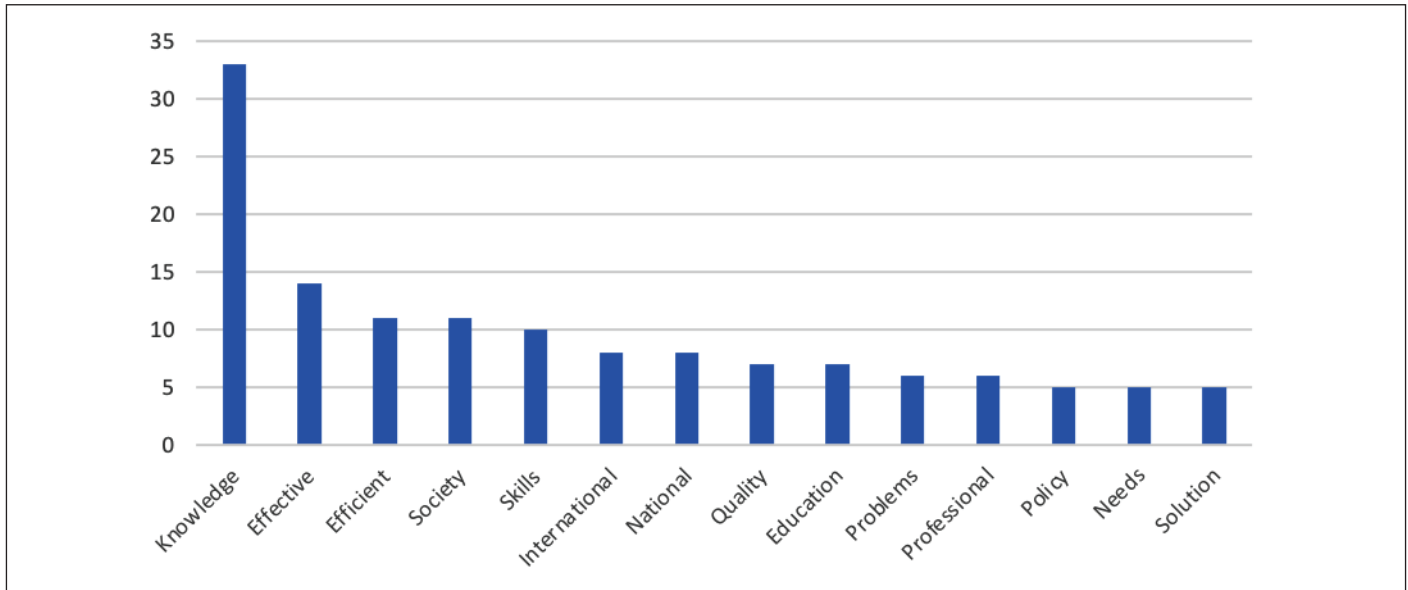
Theme	Code	Count (n)
Human Resources	Meeting the need for a qualified workforce	18
	Training scientists	18
	Training qualified professional healthcare managers with a lifelong learning philosophy	16
	Training managers adhering to ethical values	3
	Training managers to shape health policy	3
	Training individuals inclined towards teamwork	2
	Training individuals open to communication and change	2
	Training managers with the ability to change themselves and society	1
	Training managers who understand the differences between the health sector and other sectors	1
	Training managers who guide science and scientific approaches in their professional lives	1
Total (n)		65

When examining the Human Resources theme codes, the first place is occupied by meeting the need for a qualified workforce and training scientists. The second place includes training professional managers with a lifelong learning philosophy. The emphasis on a qualified workforce implies developing individuals’ ability to apply the knowledge gained in their educational lives in the field. It also involves individuals continuously adding to their knowledge, embracing lifelong learning.

Findings - Mission

The mission statements analysed one thousand six hundred sixty-nine words; the most frequently used words are in the table below.

The most emphasised words have been identified about human resource capabilities. The mission statement highlighting the qualities health managers should possess can be expressed as providing quality service by efficiently and effectively util-



Graph 2: Frequency chart of words used in mission statements.

ising knowledge and skills that benefit society nationally and internationally.

Mission statements are categorised into three main groups: mission categories related to human resources, mission categories related to the responsibilities of health managers, and mission categories expected from the health management department.

A total of 15 distinct sub-themes have been delineated with respect to the thematic categories pertaining to human resources. These themes include analytical thinking, qualification, openness to development, ethics, teamwork, entrepreneurship, responsibility, solution-oriented, contemporary, leader-

ship, communication, information, research, competition, and vision.

Mission categories related to the responsibilities of health managers have been grouped into six themes. These themes encompass management, health policy, informatics, health management literature, quality, and health institution management.

Mission categories expected from the health management department have been organised into five sub-themes. These themes involve contributions to the literature, education, training, fostering a qualified workforce, forming health policies, and being a preferred department.

Table 5: Mission themes related to human resources

Theme	Code	Count (n)	Total (n)
Analytical Thinking	Universally oriented	20	42
	Analytical thinking skills	8	
	Possesses critical thinking skills	7	
	Has a scientific thinking system	1	
	Developed thinking skills	1	
	Possesses a strategic perspective	1	
	Acts in the light of science	1	
	Has the ability to evaluate with a holistic approach	1	
	Can look with a broad perspective and a free conscience	1	
	Has learned to work and think	1	
Qualification	Qualified	17	29
	Competent	6	
	Equipped with the knowledge and skills required in the professional field	4	
	Has a high level of scientific and professional competence	1	
	Successful and productive	1	

Table 5: Cont.

Theme	Code	Count (n)	Total (n)
Open to Development	Open to innovation	11	26
	Open to development	5	
	Has lifelong learning skills	5	
	Continuous learner	3	
	Self-renewing	2	
Ethical	Has ethical values	17	24
	Sensitive to ethical issues	3	
	Respects human rights and freedoms	2	
	Respects cultural values	2	
Teamwork	Inclined to teamwork	10	18
	Has a multidisciplinary working principle	5	
	Open to collaboration	2	
	Participative	1	
Entrepreneurship	Entrepreneurial	9	13
	Creative	3	
	Innovative	1	
Responsibility	Developed a sense of responsibility	5	12
	Socially aware	5	
	Has institutional consciousness	1	
Solution-Oriented	Has advanced problem-solving skills	8	12
	Able to solve crises	2	
	Outcome-oriented	1	
	Has the competence to understand, grasp, evaluate, decide, and accomplish the work	1	
Contemporary Leader	Contemporary	11	11
Communication	Leader	11	11
	Has developed communication skills	4	
	Successful in human relations	1	
	Adaptable to changing conditions	1	
	Able to express oneself verbally and in writing	1	
	Proficient in foreign languages	1	
	Has social skills	1	
	Proficient in medical terminology	1	
Knowledgeable	Knowledgeable	2	8
	Has superior knowledge	1	
	Has the required equipment of the era	1	
	Shares and values knowledge	1	
	Guides science and scientific approaches	1	
	Can easily access, share, and reflect knowledge in behaviour	1	
Research	Researcher	2	4
	Leads scientific research in the field of health management	1	
	Able to conduct idealistic and original scientific studies in the field	1	
Competition	Competitive	4	4
Vision	Enlightened	1	2
	Has a broad vision	1	

When examining the themes related to human resources in health management departments, the most emphasised theme is analytical thinking. The sub-themes of analytical thinking include having a universal perspective, being able to think critically, and making strategic evaluations. Secondly, qualified human resources come into the spotlight, with sub-themes involving individuals with knowledge and skills relevant to the field. Thirdly, the theme of being open to development is present. According to this table, a health manager should possess qualities that include being analytical, qualified, open to development, ethically grounded, inclined towards teamwork, entrepreneurial, responsible, solution-oriented, contemporary, a leader, advanced communication skills, knowledgeable, a researcher, competitive, and visionary.

Health policy comes first among the duties of health managers. The subtopics of the health policy theme are maintaining and improving the community's health level, responding to the changing needs of the community, and meeting the management needs of the healthcare sector, respectively. In the second place, contributing to the healthcare management literature comes. In the theme of contributing to the literature, the most emphasised sub-theme is keeping track of scientific developments. In the third place, being able to manage healthcare institutions is listed. According to this table, the expected duties of healthcare managers can be outlined as follows: being able to formulate health policies, contributing to the healthcare management literature, having knowledge and skills related to healthcare institution management, providing

Table 6: Mission Themes Related to the Duties of Health Managers

Theme	Code	Count(n)	Total(n)
Health Policy	Preserve and improve the health level of the community	11	35
	Respond to the changing health needs of the community	4	
	Meet the needs of the sector, address health sector management needs	3	
	Prioritise fundamental values of individuals and society	2	
	Prioritise human and environmental health	1	
	Contribute to human and community health	1	
	Aim to improve the health level of the community	1	
	Serve the community in line with national needs	1	
	Recognise specific problems in Turkey and provide solutions to health sector issues	1	
	Identify the health needs of individuals, families, and the community	1	
	Contribute to professional services in treatment and rehabilitation	1	
	Shape the health system of Turkey positively	1	
	Reflect knowledge in the field of the country's health system and health institution management processes	1	
	Be equipped to understand the country's health policy, organisational characteristics, and management style	1	
	Apply knowledge effectively	1	
Be aware of general health policy	1		
Play an essential role in health policy formulation	1		
Contribute to the improvement of health outcomes through collaboration with national and international stakeholders	1		
Analyse and guide health policy	1		
Health Management Literature	Follow scientific developments globally related to health management	7	14
	Contribute to health management science	3	
	Be knowledgeable about current theories and practices contributing to health management	3	
	Produce knowledge through scientific research and use it for the benefit of society	3	
	Contribute to health management science within the scope of national and international developments	2	
	Conduct original studies	2	

Table 6: Cont.

Theme	Code	Count(n)	Total(n)
Health Institutions Management	Have knowledge about the economic and managerial structure and problems of the public and private health sectors	1	14
	Contribute to service production in hospitals and health institutions	1	
	Reduce the costs of health services in public hospitals	1	
	Control costs	1	
	Have knowledge about the characteristics and functioning of hospitals and other health institutions	1	
	Evaluate health service outputs in a way that ensures continuous improvement	1	
	Be proficient in administrative, financial, and technical affairs in hospitals and health institutions within the health sector	1	
	Ensure satisfaction of patients and healthcare personnel	1	
Quality-Efficient Effective	Provide quality, efficient, and effective health services	10	13
	Contribute to the fair provision of health services	1	
	Master the total quality concept	1	
	Have accreditation knowledge	1	
Management	Manage and direct the management planning, organisation coordination and control process of institutions providing health services	2	10
	Have the capacity, knowledge, skills and qualifications to manage at various levels of the health system	1	
	Reach a sufficient level of business and management issues	1	
	Have basic knowledge of management science	1	
	Work at all levels in private, public and voluntary organisations operating in the health field	1	
	Shape the future of health management	1	
	Work in the management units of national and international institutions and organisations related to health	1	
	Reflect knowledge nationally and internationally to the health system	1	
Be proficient in health management processes	1		
Information Technology	Produce science and technology	3	7
	Respond to the continuous change brought about by technology	1	
	Play an effective role in our country's scientific and technological developments	1	
	Use health information systems	1	
	Use health information technologies effectively	1	

quality and efficient services, implementing all stages of management, and having expertise in information technology.

Hospital and healthcare institutions' mission to train professional health managers capable of working in middle and upper levels is highlighted. Education and training activities take the lead when examining the mission themes expected from health management departments. Subtopics under the theme of education and training include ensuring scientific and professional development in collaboration with stakeholders and prioritising societal benefits. The second theme is to be a preferred department, emphasising opportunities for students to showcase their potential. The third theme focuses on con-

tributing to the literature. Consequently, mission themes for health management departments involve contributing to students' best possible education and development, being a preferred department, contributing to the literature for advancing the healthcare sector, conducting research to develop health policies, and producing a qualified workforce.

DISCUSSION

In this study, the publicly available documents of all health management departments in Turkey were examined, and their mission and vision statements were evaluated. Mission and vision statements are crucial criteria in educational programs

Table 7: Mission Themes Expected from the Health Management Department

Theme	Code	Count (n)	Total (n)
Education and Training	Collaborating with university-community and public-environment partnerships	3	13
	Providing scientific and professional development opportunities effectively	2	
	Committing to presenting production in the field of education and service for the benefit of society	1	
	Providing opportunities for teaching, research, and development	1	
	Ensuring access to resources providing a broad range of work areas and research environment	1	
	Using educational techniques and methods	1	
	Supporting technological activities	1	
	Maintaining an adequate academic staff	1	
	Conveying current information to students	1	
	Provide scientific and professional development opportunities in the most effective way possible	1	
Being a preferred department	Have an understanding of education that enables students to realise their own potential	4	13
	Be a centre of attraction for staff and students	4	
	Enable students and staff to look to the future with confidence	1	
	Ensure continuous development with the vision of being a learning organisation	1	
	Uplifting civilisation	1	
	Being a university that contributes to the priorities of Turkey, approaching social, cultural and economic problems with a global vision and seeking solutions	1	
Contribution to the Literature	Adapting current developments to its organisation in interaction with the sector	1	8
	Contributing to the accumulation of knowledge in the country through education and training in health management.	3	
	Contributing to the development of scientific knowledge in the field of health management	1	
	Adopting the mission of reflecting the knowledge in the field of health management to practice	1	
	Reflecting the accumulation of knowledge to the country's health system, health services and health institutions management processes	1	
	Contributing to the development of science by bringing managers of health institutions into the society	1	
Contribution to Health Policies	Contributing to studies that establish standards for health management	1	8
	Identifying the problems specific to Turkey and producing scientific knowledge to solve the problems in the health sector.	2	
	Contributing to the development of the management capacity of health institutions	1	
	Reflecting the accumulation of knowledge on the country's health system, health services and the management processes of health institutions	1	
	Changing existing paradigms by producing scientific knowledge in the field	1	
	Influencing the sector in which it operates by taking a proactive approach.	1	
	Following changes and developments in the health sector at the national and international level	1	
Being a department that contributes to public health	1		
Training Qualified Workforce	Training professional health managers	3	5
	Training professionals with knowledge, skills and equipment	1	
	Training professional health managers who can work at the middle and senior levels required in hospitals and health institutions	1	

as they form the basic components and starting point of the roadmap in strategic management.

In strategic management, the starting plan begins with a mission, a statement of tasks, actions, and a mode of operation. Typically, these tasks are also written as goals and intentions. Still, mission statements are expected to consist of action sentences directly expressing the action to be taken along with its method. Vision, on the other hand, should encompass the results and values to be achieved as these actions are carried out. In summary, a mission should contain an active verb and action, while a vision should include the values expected to emerge at the end.

In analysing the mission statements in our study, the most emphasised words are related to human capabilities. When all mission statements are semantically grouped, three categories are identified: qualities of the human workforce, the responsibilities of health managers, and expectations from the health management department.

Regarding human capabilities, mission statements using expressions related to the human workforce have been categorised into 15 themes, outlining the qualities desired to be instilled in students. These themes include having analytical thinking skills, being qualified, being open to development, having ethical values, being inclined to teamwork, entrepreneurial spirit, responsibility, problem-solving orientation, contemporary perspective, leadership qualities, enhanced communication skills, being knowledgeable, research-oriented, possessing competitive skills, and being visionary.

In the study of education faculties related to mission statements, it is observed that these statements are grouped into two categories: gains of students (academic and personal competencies) and organisational functioning (purpose, structure, and operation) (Karadağ & Özdemir, 2015). A study examining mission statements in university strategic plans found that the most frequently used theme is aimed at producing quality human resources. However, it is evident that this sentence is more of a vision statement than a mission statement because producing quality human resources is not an action or task but a value of the expected goal. Similar erroneous uses appear in many mission statements. Expressions like producing quality human resources should be removed from mission statements, and direct definitions and details of the tasks to be carried out should be used in mission topics.

In the study conducted by Emekçi and Doğan, mission themes were identified as research, education and training, and social functions based on their frequency (Emekci & Doğan, 2020). In a study conducted by Öcal, mission statements were determined to include professional knowledge, personal qualities, leadership, professional passion, adaptability, problem-solving, communication, teamwork, and organisational behaviour (Öcal, 2023). The mission of universities is to educate individuals by harmonising national and universal values by cultivating students based on scientific criteria to meet the needs of markets (Sağdıç, 2020).

In examining mission themes related to human resources, similar results are found in studies on mission statements. The significance of this topic lies in the positive personality traits it will instil in students. It is crucial to emphasise the need for an environment beyond imparting knowledge, fostering critical thinking skills, developing problem-solving abilities, and broadening students' horizons.

Themes related to the responsibilities of health managers have been categorised into six titles. The expected tasks of health managers include being knowledgeable in management, being knowledgeable in health policies, having expertise in information technology, mastering health management literature, being acquainted with quality studies, and understanding health-care institution management.

Mission statements related to the responsibilities of health managers, as expressed in other field studies, have been stated as imparting professional knowledge. Due to the health management department's multidisciplinary nature, its graduates' expected roles are emphasised differently from other studies.

The health management department is relevant to all aspects of the country, including health, economic, and social aspects. The themes of missions created by expectations from the health management department, activities contributing to the literature, managing education and training activities, working to be a preferred department, producing a qualified workforce, and contributing to forming and developing health policies are listed. However, it is observed that many mission statements are, in fact, vision statements.

In a study examining the mission statements of universities in Turkey, the three most commonly used concepts were determined to be social responsibility, universality, and modernity (Kunt, 2012). Here again, it is seen that the mission statement is used as a vision statement rather than providing a task and job description.

In a study related to educational management, the mission concept was categorised into three headings: related to education and training, related to scientific research, and related to serving the community (Küçükçene & Özdemir, 2022). In Özdemir's study, mission statements were categorised into five headings: education and training, cultural values, development and continuity, creativity and innovation, and technology usage (Özdemir, 2019). In a study by Taş et al., expressions of modernity, nationality, regionality, science and technology, education and training, individual focus, and field of activity were determined in the university's mission statements (Taş et al., 2019). In Özdemir's study, sub-themes of the mission were determined as education and training, research, societal function, and training qualified human resources (Özdemir, 2011).

It is observed that higher education institutions focus on three missions. The most emphasised title is "conducting research in the relevant field." Mission statements include expressions of regionally focused or research-oriented work (Emekci & Doğan, 2020). Sustainability and the ability to become a global citizen are on the agenda for 21st-century skills in education. When

universities articulate mission and vision statements, they should use truly ACCURATE mission and vision statements and consider changing conditions (Uçak & Erdem, 2020). Özmen's study compared university mission and vision statements at five-year intervals, and it was observed that some schools did not make changes (Özmen et al., 2013). Attempting to shape planning with mission instead of vision poses an obstacle to achieving goals (Demirbolat Ottekin, 2005). Students' contributions to societal well-being should be considered when creating a mission and vision. Not only vocational education but also ethical and democratic values should be integrated into education (Dolgun, 2010). Increasing the quality of education is crucial. With the development of qualified human resources, the opportunity to compete in the global economy by raising per capita income is achieved (Uçak & Erdem, 2020).

In the expressions of expected missions from the Health Management Department, statements about conducting educational activities, carrying out research activities, and training a qualified workforce emerge as common themes with other studies.

Mission words should describe the task to be done like an instruction. Expressions such as educating human resources in a student-focused manner or following quality standards can be used as mission statements.

According to the word distribution of vision statements, the concepts of education, international, national, educational, scientific, knowledge and research come to the fore. When categorised with semantic integrity, it is seen that vision statements are divided into four main headings: education-training, research, societal benefit, and human resources, as the most frequent and powerful expressions. Looking at the sub-themes of these headings, Under the education-training category, being a source of pride nationally and internationally, providing education in contemporary standards, and being a leading program come to the fore.

In a study conducted at the faculty of education, the sub-themes of the vision statements were determined as training teachers, developing scientific activities, and supporting development (Karadağ & Özdemir, 2015). In a study by Taş et al., frequently used expressions in university vision statements were determined as national, science and technology, and field of activity (Taş et al., 2019). In a study on university mission and vision, the most emphasised themes were ranked as student focus, social responsibility, openness to innovation, and prioritisation of public interest (Öztürk Başpınar, 2020). In a study by Çınar et al., the vision statements of the universities included in the study were determined to be recognised nationally and internationally as a leading university among world universities (Çınar & Tütünsatar, 2017). Looking at the theme distribution of Turkish universities' vision statements in URAP 2018-2019 top 2500, themes include global presence, internationalisation, quality, innovation, entrepreneurship, competition, multidisciplinary, excellence, flexibility, competence, specialisation, student focus, performance management, academic freedom, and institutional autonomy (Kuzu, 2020).

When examining the educational vision statements of health management departments, the expressions found align with those in other studies (being recognised nationally and internationally, emphasising scientific activities, student-centricity, quality, and academic freedom). In the education-training theme of vision statements in health management departments, the phrase "being national and international" is a common expression. Health management departments should adapt to the global world, closely follow all developments worldwide, and set their vision to keep their educational programs up to date.

In the research category, the strong expressions include producing and improving knowledge at the national and international levels and conducting scientific studies. Özdem's study identified themes related to research as frequently used in vision statements (Özdem, 2011). In a study by Erdem and Tanrıöğen, an exemplary vision was created, incorporating themes such as establishing infrastructure as a knowledge and culture centre to be a science and technology pioneer at the national and international levels, making graduates and members proud (Erdem & Tanrıöğen, 2002).

Mission statements in the research category overlap with expressions in other research studies conducted at universities. Producing knowledge at the international level and conducting research should be considered expressions that need to be included in vision statements for all institutions.

In the societal benefit category, leading health policies and adding value to the healthcare system are prominent expressions. In a study on university vision statements, the institutional category emerges as the most frequently used expression. The sub-themes of institutionalisation are listed as public responsibility, leadership, universality, research, education-training, academic qualifications, focus on activity areas, nationalism, and democracy (Topal, 2020). In a study on university mission and vision, the ranking of the most emphasised themes is expressed as student focus, social responsibility, openness to innovation, and prioritisation of public interest (Öztürk Başpınar, 2020).

Themes in the societal benefit category show similarities to other vision studies. Prioritising public interest appears as a common denominator in all studies. Health management departments play a significant role in providing societal benefits by producing health policies and training human resources to operate in health management.

The human resources category is identified as meeting the need for qualified labour, training scientists, and producing health managers with a lifelong learning philosophy. Looking at other studies related to vision statements, in a study conducted in the Faculty of Education, sub-themes of vision statements were determined as training teachers, developing scientific activities, and supporting development (Karadağ & Özdemir, 2015). The vision of health management it should aim to train individuals with the necessary workforce skills in health management's core areas and sub-areas.

It is evident that other studies support the categories identified in vision statements. The main themes in vision statements should be seen as the outcomes obtained from education-training activities. These gains should undoubtedly be qualified values instilled in the graduating students. Through these values, the educational institution should gain recognition as a source and producer that imparts these values. The vision statements of an institution should be considered as the fundamental production values of the educational institution.

CONCLUSION

Well-crafted mission and vision statements ensure the correctness of the strategic direction from the outset, provide a competitive advantage, contribute to the formation of institutional culture, increase employees' loyalty to the institution, and contribute to realising goals with a futuristic perspective. Hence, mission and vision statements should be carefully prepared and implemented.

When we look at the mission statements, it is revealed that health management departments focus on the globalisation process. These departments position themselves as solution providers for societal issues in Turkey and share responsibilities and duties recognised by universities worldwide.

The mission and vision statements are meticulously prepared in some universities, while in others, either incorrect meanings have been attributed to them, or they have not been included at all. Due to the global nature of university performance evaluations and rankings, some universities tend to imitate those at the top of the list. In some universities, identical vision and mission statements have been copied. At the department level, there are significant similarities in mission and vision statements. Universities should periodically share indicators related to their mission and vision, and inter-university comparisons based on these indicators should be conducted to facilitate improvements.

By examining mission and vision statements across all departments of universities nationwide in Turkey, the following common intersection set has been identified.

MISSION (Duty)

“Activities to be carried out for students' achievements, efforts to maintain high human resource qualifications, explanations regarding the methods and models of teaching, activities to be carried out for research, creativity, innovation, and entrepreneurship, methods of openness to development, models or methods of technology and information use, and activities that will achieve success internationally by adapting to developments in the field” can be summarised.

VISION (Attainable Value)

“To attract the most talented workforce to the service area, to excel in societal benefit with the talented workforce provided in the service area, to produce the highest scientific activity in the service area, to be open to innovation and continuous renewal, to be international, to maintain high quality, to pioneer in com-

petition, and to be an institution that academics, students, and the service sector take pride in” can be summarised.

The field of health management occupies a highly significant position in protecting human health, treating diseases, promoting health, and contributing to the development of the national economy through the magnitude of healthcare expenditures. Health management departments should review their strategic plans, adapt their mission and vision statements to align with the evolving world, and implement the necessary updates. The existence of a shared mission and vision is expected to contribute to qualitative improvements in the content and outcomes of education.

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