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Research Article

FOOD AND BEVERAGE EDUCATION AND SCHOLARS' IN TURKEY*

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ABSTRACT

In Turkey, gastronomy education is provided under the moniker of Culinary Education in Preparatory programs and also under the moniker of kitchen arts as well as food and beverage management in undergraduate programs. The possibility of the education and the graduates being of high quality relies on the existence of academicians who have been trained in this field and who have educated and developed their skills on a personal level. Therefore, this study intends on reflecting on the status of the academic personnel who are currently working in the institutions which provide education about Food and Beverage on a Graduate Degree level. In this regard, resumes of 369 academic personnel, who have been providing educational services about Food and Beverage in all of Turkey's leading universities, faculties, higher education institutions and occupational higher learning schools on Preparatory and undergraduate levels have been obtained. The data regarding the academic personnel' curriculum vitae have been accessed in December of 2017. The data were analyzed through the content analysis method. The obtained results demonstrate that shocking realities regarding the status of the academicians working in higher education currently employed in schools offering higher learning programs. When looking at the undergraduate education of such academicians working in these departments, it is seen that only 5.4% of such individuals have graduated from programs about Food and Beverage (Gastronomy and Kitchen Arts, Food and Beverage Management, Culinary Education, etc.). On the undergraduate and doctorate levels, this ratio is even lower and the situation is quite intriguing. In addition, according to the Pearson Chi-Square Test, the gender, administrative roles and earned titles of such academicians also show significant differences.

Keywords: Culinary Education, Food and Beverage, Gastronomy Education, Higher Education in Tourism, Scholars'

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1. INTRODUCTION

The basis of today's culinary education is based on the teaching (learning by doing) methods of the former Swiss, American, French, and Austrian chefs who have pioneered in the training of commies. Today's culinary education is taught by educated chefs at the high school and college-level institutions to provide students with the ability to utilize innovation, intuition, intelligence, imagination and sensory technical skills in transforming raw materials into aesthetic plates (Brown, 2013). Today's educators need to possess a wide range of professional skills and deep knowledge of food science, food technology, food consumption and practices at an expert level in the field of gastronomy in line with the needs of the industry. In addition to these, analytical and critical thinking are other qualities that are required. The development of curricula and trainers in line with these needs is very important for the sector and its graduates (Zahari, Jalis, Zulfify, Radzi and Othman, 2009). It is possible to have a high-quality education only with the help of qualified educators, educated or self-educated in this field. Therefore, this study was aimed at revealing the status of academic staff working at higher education institutions in the Food and Beverage related departments in Turkey.

1.1. Gastronomy Education in Turkey

In Turkey, gastronomy education is provided under the moniker of Culinary Education in Preparatory programs and also under the moniker of Kitchen Arts as well as Food and Beverage Management in undergraduate programs. There exist 184 universities in Turkey out of which 112 are state universities, 67 are foundational universities and 5 are foundational occupational higher learning schools (YÖK, 2017). The data provided below provide detailed information regarding the foundational programs in such universities, gastronomy and kitchen arts and Food and Beverage management undergraduate programs.

Preparatory Culinary Programs

According to the 2016 university admission exam results, there are 168 undergraduate programs on culinary arts, including the culinary colleges, 62 of which are established at state universities and 94 of which are found at foundational universities in Turkey. 40 of them offer formal education and 21 of them offer evening education programs and 1 of them offers distance education programs. Four new programs were opened as all of the 58 active public university programs filled their quotas. In the foundation universities, 58 program quotas were filled, 12 were not filled and 24 new programs were opened (YÖK Atlas, 2016).

Gastronomy and Kitchen Arts Undergraduate Programs

According to the 2016 university admission exam results, under the name of gastronomy and culinary arts, there are 67 undergraduate programs, 23 of –which are located at the state universities and 44 of which are at foundational universities in Turkey. 5 of these programs are "Evening Education (EP)" at state universities. While 51 of all programs have filled their quotas, 7 have not filled and 9 have never accepted any students. All of the programs that have not filled their quotas are foundation universities. All programs accept students with their verbal scores. 22 of the programs in the state universities are at "Faculty of Tourism" and 1 at the "Faculty of Fine Arts". Of the 44 programs in the foundation universities, 8 are at "Tourism Faculty", 21 are at Faculty of Fine Arts, 12 are in the Faculty of Art and Design, and 3 are at Faculty of Applied Sciences (YÖK Atlas, 2016).

Food and Beverage Management Undergraduate Programs

According to the 2016 university admission exam results, 7 Food and Beverage Management programs exist at the undergraduate level in Turkey. Out of these programs, 3 are "Evening Education (BC)" and they are all located in state universities. Of these programs, 4 are at "Tourism Faculties" and 3 are at "Tourism and Hotel Management Schools". This information shows that there is intense in associate degree programs in the intense interest in associate degree programs at gastronomy and culinary arts and Food and Beverage management at these universities.

2. METHOD

All of the universities offering undergraduate and foundation degree-programs in Turkey were subjects to this study and their websites were visited by the researchers and the resumes of 369 academic staff were investigated. The collected data were analyzed by content analysis. The gender, title, type of institution, bachelor's degree, graduate degree, doctorate diploma and administrative duties of the academic staff providing

Food and Beverage related training are listed and tabulated following the content analysis. The obtained data were evaluated by percentage, frequency, cross tables and chi-square analyses.

3. FINDINGS

The gender distribution, the distribution of occupational areas according to faculties, the higher education institutions and occupational higher learning institutions, distributions of titles, administrative position distributions, distributions of graduation according to areas of education, the status of Graduate Degree completion and the status of Doctorate's level graduation have been shown in Table 1.

Table 1. The General Characteristics of the Academicians Assigned to Departments About Food and Beverage

		n	%
Gender	Female	180	48,8
	Male	189	51,2
	Total	369	100
Occupational Location	Faculty of Tourism	101	27,4
	Tourism Higher Education School	26	7,0
	Applied Sciences Higher Education School	36	9,8
	Fine Arts Faculty	33	8,9
	Arts and Design Faculty	15	4,1
	Occupational Higher Learning Institution	158	42,8
	Total	369	100
Title	Professor	22	6,0
	Associate Professor	25	6,8
	Doctorate Educational Member	83	22,5
	Lecturer	192	46,9
	Researcher	47	12,7
	Total	369	100
Administrative Duty	Dean	3	,8
	Assistant Dean	10	2,7
	Department Head	48	13,0
	Personnel Without an Administrative Role	308	83,5
	Total	369	100
Department	Gastronomy and Kitchen Arts	185	50,1
	Culinary Education	162	43,9
	Food and Beverage Management	22	6,0
	Total	369	100
Undergraduate Area of Concentration	Gastronomy (Food and Beverage Management, Culinary Education)	20	5,4
	Tourism (Accommodation, Counseling, Travel, Recreational)	77	20,9
	Food Engineering	38	10,3
	Nutrition (Family and Nutrition, Nutrition and Dietetics, etc.)	26	7,0
	Data Inaccessible Personnel	158	42,8
	Other	50	13,6
	Total	369	100
Graduate Degree Area of Concentration	Gastronomy (Food and Beverage Management, Culinary Education)	13	3,5
	Tourism (Accommodation, Counseling, Travel, Recreational)	64	17,3
	Food Engineering	32	8,7
	Nutrition (Family and Nutrition, Nutrition and Dietetics, etc.)	19	5,1
	Data Inaccessible Personnel	181	49,1
	Other	60	16,3
	Total	369	100
Doctorate's Area of Concentration	Gastronomy (Food and Beverage Management, Culinary Education)	4	1,1
	Tourism (Accommodation, Counseling, Travel, Recreational)	45	12,2
	Food Engineering	20	5,4

Nutrition (Family and Nutrition, Nutrition and Dietetics, etc.)	10	2,7
Data Inaccessible Personnel	243	65,9
Other	47	12,7
Total	369	100

As seen in Table 1, 48.8% of the academic personnel employed in the respective departments related to Food and Beverage are females and 51.2% are males, according to the data obtained by scanning the websites of educational institutions providing training related to Food and Beverage on preparatory and undergraduate levels. When considering the occupational locations of academicians, it is seen that 101 out of 369 academicians (27.4%) are employed in the faculty, 26 academicians (7.0%) are employed in Higher Education Institutions for Tourism, 36 (9.8%) are employed in applied sciences higher education institutions, 33 (8.9%) are employed in the fine arts faculty, 15 academicians are employed (4.1%) in arts and design faculties and 158 academicians (42.8%) are employed in departments related to Food and Beverage within occupational higher education institutions. Out of such academicians, 22 (6.0%) work with the titles of professor, 25 (6.8%) academicians with assistant professor, 83 (22.5%) academicians with doctorate lecturer, 192 (46.9%) academicians with lecturer and 47 (12.7%) academicians with researcher. Out of these academicians, 61 have been assigned administrative responsibilities. Out of the 369 academicians, the number of Deans or Administrative academicians is 3 (0.8%), Assistant Dean or Administrative Assistant academicians is 10 (2.7%) and Department Chair academicians is 48 (13.0%).

The findings about the status of the undergraduate level, graduate degree level and doctorate's level graduation for academicians employed at schools providing education about Food and Beverage on higher learning levels reveal quite striking realities. The resumes of 369 academic personnel who have been employed in departments related to Food and Beverage have been obtained. Although 369 curriculum vitae were accessed, it was revealed that there exists no single standard, the majority of the individuals' statuses lacked crucial information and only in 211 of such individuals' resumes existing information regarding the undergraduate field of study. For 158 of such resumes, no information could be found regarding undergraduate field of study. The number of academicians for whom no information could be obtained regarding the graduate field of study is 181 (49.1%) and for the doctorate level field of study is 243 (65.9%). When looking at degree of graduation of study/graduation for academicians employed in these departments, it is seen that only 5.4% have graduated from departments related to Food and Beverage (gastronomy and kitchen arts, Food and Beverage management, culinary education) and that 20.9% of such academicians have graduated from departments related to tourism (accommodation, travel, counseling, recreation). On graduate and doctorate levels, this ratio is lower which is also intriguing. Only 3.5% of the academicians have graduated from graduate programs related to Food and Beverage and 17.3% have graduated from tourism related graduate programs. On doctorate's level, the ration of graduation from Food and Beverage related programs is 1.1% and tourism related programs are 12.2%.

The distributions of titles and genders for academicians employed in Tourism Higher Education Institutions have been shown in Table 2.

Table 2. Titles and Genders of Academicians Employed in Departments Related to Food Beverage

		Gender		Total
		Female	Male	
Professor		8	14	22
	Within the title %	%36,4	%63,6	%100,0
	Within the gender %	%4,4	%7,4	%6,0
	Within the total %	%2,2	%3,8	%6,0
Assistant Professor		13	12	25
	Within the title %	%52,0	%48,0	%100,0
	Within the gender %	%7,2	%6,3	%6,8
	Within the total %	%3,5	%3,3	%6,8
Lecturer		48	35	83
	Within the title %	%57,8	%42,2	%100,0
	Within the gender %	%26,7	%18,5	%22,5

	Within the total %	%10,6	%12,2	%22,5
		78	95	173
Instructor	Within the title %	%45,1	%54,9	%100,0
	Within the gender %	%43,3	50,3%	%46,9
	Within the total %	%16,6	%24,3	%46,9
		29	18	47
Researcher	Within the title %	%61,7	%38,3	%100,0
	Within the gender %	%16,1	%9,5	%12,7
	Within the total %	%7,7	%10,2	%12,7
		4	15	19
Other	Within the title %	%21,1	%78,9	%100,0
	Within the gender %	%2,2	%7,9	%5,1
	Within the total %	%1,1	%4,1	%5,1
		180	189	369
Total	Within the title %	%48,8	%51,2	%100,0
	Within the gender %	%100,0	%100,0	%100,0
	Within the total %	%48,8	%51,2	%100,0

With the information regarding the gender and title details of 369 academicians, a cross table has been constructed. The number of academicians who carry the title “Professor” out of 369 is 22 (6.0%). 8 academicians who carry the title of Professor are female (36.4%) and 14 are males (63.6%). The number of academicians who carry the title “Assistant Professor” out of 369 is 25. (6.8%). 13 academicians who carry the title of Professor are female (52.0%) and 12 are males (48.0%).

The number of academicians who carry the title “Lecturer” out of 369 is 83. (22.5%). 13 academicians who carry the title of Lecturer are female (57.8%) and 35 are males (42.2%). The number of academicians who carry the title “Instructor” out of 369 is 173. (46.9%). 78 academicians who carry the title of Instructor are female (45.1%) and 95 are males (54.9%). The number of academicians who carry the title “Researcher” out of 369 is 47. (12.7%). 29 academicians who carry the title of Researcher are female (61.7%) and 18 are males (38.3%). According to the Pearson Chi- square test results, the distribution of titles at $p < 0.01$ shows meaningful and important differences in relation to gender.

The administrative duty distributions of employed academicians in relation to gender in Tourism Higher Learning Institutions offering education in Food and Beverage have been shown in Table 3. With the gender and administrative duty related information about 61 academicians who have been detected to carry administrative duties, across table has been constructed.

Table 3. Administrative Duty and Genders of Academicians Employed in Departments Related to F&B

		Gender		Total	
		Female	Male		
Administrative Duty	Dean/Director		1	2	3
		Within Administrative Duty %	%33,3	%66,7	%100,0
		Within gender %	%3,8	%5,7	%4,9
		Within the total %	%1,6	%3,3	%4,9
	Assistant Dean / Assistant Director		0	10	10
		Within Administrative Duty %	%0,0	%100,0	%100,0
		Within gender %	%0,0	%28,6	%16,4
		Within the total %	%0,0	%16,4	%16,4
	Department Chair		25	23	48
Within Administrative Duty %		%52,1	%47,9	%100,0	
Within gender %		%96,2	%65,7	%78,7	
	Within the total %	%41,0	%37,7	%78,7	

		26	35	61
Total	Within Administrative Duty %	%42,6	%57,4	%100,0
	Within gender %	%100,0	%100,0	%100,0
	Within the total %	%42,6	%57,4	%100,0

The number of academicians who carry administrative duties as “Dean/Director” out of 61 is 3. (4.9%). 1 academician who works as a Dean/Director is female (33.3%) and 2 are males (66.7%). The number of academicians who carry administrative duties as “Dean/Director” out of 61 is 10. (16.4%). All the academicians who carry administrative duties as an Assistant Dean/Assistant Director are males. The number of academicians who carry administrative duties as “Department Chair” out of 61 is 48. (78.7%). 25 academicians who work as a Department Chair are female (52.1%) and 23 are males (47.9%). As administrative duties increase in number, it is seen that the number and ratio of female academicians decrease and male academicians dominate the higher administrative duties. According to the Pearson Chi- square test results, the distribution of administrative duties at $p < 0.01$ show meaningful and important differences in relation to gender.

4. DISCUSSION AND SUGGESTIONS

There is a growing demand for well-equipped employees and managers in the field of gastronomy in many service firms, especially in hotel and catering businesses. Having the necessary information and relevant skills in this area depends on the quality of the training and the trainer, and receiving relevant and appropriate training in this field is very important for such professionals. (Zahari, et al., 2009). From the perspective of the tourism sector, gastronomy presents culinary cultures of a country, and a region as a vital component of tourism experience (Quan and Wang, 2004; Kim, Kim and Goh, 2011). Gastronomic services are a major tourist attraction for tourists visiting destinations (Frochot, 2003: 7; Yuan Su, 2015: 17-18) and they are the main attractions that motivate tourists to travel to a particular destination (Kivela and Crofts, 2006: 376; Wto, 2012; Kim and Iwashita, 2016: 94).

In order to benefit more from the attractiveness of gastronomic services which has become an important element of tourism, the quality of the gastronomy education given at schools and the quality of the graduates who will participate in the employment should be improved (Santich, 2004). The results of the research show very striking results. The education and competence of the educators depends on the basis of the quality of the gastronomy education given at the schools and the quality of the given education. However, the academicians in the existing institutions that provide education about Food and Beverage are not qualified enough to give education at undergraduate, graduate and doctorate levels in this field.

Gastronomy and Food and Beverage related departments are the most preferred departments among the students and the rates of quota fillings for these programs are higher than many other programs. These increases were also seen when the number of educators in these departments is considered. However, there is also a problem in educating and preparing a qualified workforce. Due to the fact that the trainers in this area have not received enough training on field, they possess different qualifications and seldom do not possess the necessary qualifications, or the institutions are disaffected and their performances remain poor. In addition, provision of the education by those who do not have the relevant competence in this field can cause students to lose their loyalty to their field (Temizkan and Cankul, 2015).

Departments related to food and beverage management have become very popular in recent years and are among the most demanded departments. It is very important that the future of these new and rapidly developing departments be built in a healthy way. Therefore, the strategic goals of these departments need to be set by competent academics possessing a diploma from these departments. In addition, the sector and the state mechanism can make a difference in this field by encouraging scientific research, the tourism system which will emerge will house qualified human resources and their competitors. This is possible only with self-educated academics trained in these fields. In future studies, it is possible to compare the profile of the academics by making repetitive research at certain intervals of time, and the employment rate for the graduates in these fields can also be increased in the sector.

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