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Araştırma Makalesi • Research Article

A Critical Outlook on the Problems of Formation and Content of Gastronomy and Culinary Arts Education

Gastronomi ve Mutfak Sanatları Eğitiminin Şekil ve İçerik Sorunları Üzerine Eleştirel Bir Bakış

İbrahim Çekiç*, Yener Oğan**

Abstract: This research study was conducted to determine the formation and content problems of both gastronomy and culinary arts education programs in Turkey. In parallel with the purposes of the research study, first of all, the existing literature was reviewed in detail and a conceptual framework was drawn in line with the obtained information. The research data were collected by the interview technique, which has been frequently used in studies designed with a qualitative approach. In this context, a semi-structured interview form was applied to 39 academic staff members who acquired undergraduate and/or graduate-level education in the field of gastronomy and culinary arts on a voluntary basis, and statements that would have influenced the participants were avoided during the interview. As a result of the content analysis conducted on the obtained data, it was determined that the participants made 261 similar or different statements regarding their undergraduate and graduate education. The themes that contained the most statements in the research results were academic staff for undergraduate level education (n=56, 30%), curriculum (n=35, 19%), cost (n=31, 17%), academic staff for graduate level education (n=28, 38%), course contents (n=15, 20%), and student acceptance (n=14, 19%). Furthermore, the suggestion item for which the participants sent the most statements in the study was found to be *the employment of academicians with gastronomy education* (undergraduate, n=16; graduate, n=10). The research is carried out in accordance with the decision of Gaziantep University, Social and Human Sciences Ethics Committee, dated 06.06.2022, and numbered 35.

Keywords: Gastronomy and Culinary Arts, Undergraduate, Graduate, Gastronomy Education

Öz: Bu araştırma Türkiye'deki gastronomi ve mutfak sanatları programlarının şekil ve içerik sorunlarını belirlemek amacı ile yürütülmüştür. Araştırmanın amaçları doğrultusunda ilk olarak mevcut alan yazın ayrıntılı bir biçimde taranmış; ulaşılan bilgiler doğrultusunda kavramsal bir çerçeve çizilmiştir. Araştırma verileri, nitel yaklaşımla kurgulanan çalışmalarda sıklıkla kullanılan mülakat tekniğiyle toplanmıştır. Bu bağlamda gastronomi

*Asst. Prof. Dr., Gaziantep Islam Science and Technology University, Faculty of Fine Arts, Design and Architecture, Department of Gastronomy and Culinary Arts ORCID: 0000-0001-7375-1866 E-mail: ibrahim.cekic@gibtu.edu.tr [corresponding author]

**Asst. Prof. Dr., Artvin Çoruh University, School of Applied Sciences, Department of Gastronomy and Culinary Arts ORCID: 0000-0002-1523-8498 E-mail: oganyener@gmail.com

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ve mutfak sanatları alanında lisans ve/veya lisansüstü eğitim almış 39 akademik personele gönüllülük esası gözetilerek yarı yapılandırılmış mülakat formu uygulanmış; uygulama sırasında katılımcıları etki altında bırakacak ifadelerden kaçınılmıştır. Ulaşılan veriler üzerinden yapılan içerik analizi neticesinde katılımcıların lisans ve lisansüstü eğitimine ilişkin benzer ya da farklı 261 bildirimde bulunduğu tespit edilmiştir. Araştırma sonuçları bünyesinde en çok bildirim barındıran temaların lisans için akademik personel (n=56, %30), müfredat (n=35, %19), maliyet (n=31, %17), lisansüstü eğitimi için akademik personel (n=28, %38), ders içerikleri (n=15, %20) ve öğrenci kabulü (n=14, %19) olduğunu ortaya koymuştur. Bunların yanı sıra araştırmada katılımcıların en fazla bildirim gönderdikleri öneri maddesinin *gastronomi eğitimi akademisyen istihdamı* (lisans, n=16; lisansüstü, n=10) olduğu bulgulanmıştır. Bu araştırma, Gaziantep Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulunun 06.06.2022 tarih ve 35 sayılı kararı doğrultusunda yürütülmüştür.

Anahtar Kelimeler: Gastronomi ve Mutfak Sanatları, Lisans, Lisansüstü, Gastronomi Eğitimi

Introduction

The knowledge, skills, comprehension, and personal development of individuals in the social order are successfully realized through education. These improvements and gains can be realized directly or indirectly within the school, as well as outside the school (TDK, 2023). Therefore, education covers the entire process from the birth of an individual to his/her death. Akyol, Oğan, and Oğan (2018) stated that education was an effective tool in ensuring the development of societies and had strategic importance for businesses. All enterprises, especially in various sectors, always need a qualified workforce. By courtesy of the training, the workforce needed by the enterprises is equipped with the necessary knowledge and skills. In this context, it is possible to state that education has an essential role in the career planning of individuals, in the development of their personal characteristics, and the enhancement of their professional competencies.

Enterprises operating in the field of gastronomy and culinary arts constitute one of the sectors that require a professionally trained and qualified workforce. These enterprises also have a dynamic structure due to the simultaneous production and consumption. Horng and Lee (2009) defined the field of gastronomy and culinary arts as a discipline that requires both knowledge and skills regarding nutrition, cooking techniques, food preparation, food and service, and a high aesthetic level. Pedersen (2012) stated that technological developments, ease of access to nutrition, and cultural and economic dimensions on a global scale were influential in the emergence of the gastronomy discipline. Especially, the development of social and science fields has contributed to the gastronomy discipline attaining a special place in the process (Çarbuğa, Aydın, Sormaz, & Yılmaz, 2018).

Sarıkaya and Erol (2020) asserted that various factors such as developments in food, increasing demand for food, boosting job opportunities, social media sharing, gastronomy programs on television, and social needs increased the demand for gastronomy and gastronomy education. Görkem (2011) mentioned that the training in the field of gastronomy and culinary arts should be practice-oriented, the curriculum should be designed on professional requirements, and the teaching staff should acquire professional experience. Therefore, upon considering both the development level of the sector and the workforce needed by the sector, gastronomy and culinary arts education is an issue that should be given importance.

Upon examining the relevant literature, it can be understood that the studies on gastronomy education generally referred to the course curricula (Çarbuğa et al., 2018; Sezen, 2018; Turan & Çanakçı, 2021), the structures in the departments, and the problems of these structures (Joseph, 2011; Öney, 2016; Beyter, Zıvalı and Yalçın, 2019; Yılmaz, Düzgün, & Olcay, 2023), students' professional perceptions, sectoral expectations, their thoughts on the sector, their nutritional habits (Akoğlu, Cansızoğlu, Orhan & Özdemir Yaman, 2017; Alyakut & Küçükömürler, 2018; Eren & Erdoğan, 2019) and the instructors' perceptions on the curriculum (Yazıcıoğlu and Özata 2018; Aycı, 2022). It is also seen that the current problems of gastronomy education (quota, employment, course contents, etc.) are mentioned and solutions are suggested in the Workshop Reports of Turkey's Tourism Summit (2023). Nonetheless, no independent study has been found that dealt with the formation and content problems of gastronomy and culinary arts education at both undergraduate and graduate levels.

In higher education institutions in Turkey, gastronomy and culinary arts education is provided at undergraduate, master's, and doctoral levels. This study is conducted with the aim of seeking an answer to the question:

“What are the problems of gastronomy and culinary arts education in higher education institutions regarding formation and content?”

In this context, open-ended questions are directed to academics (undergraduate/graduate) trained in the field of gastronomy; the obtained responses are subjected to content analysis and the current situation is revealed.

Conceptual Framework

All aspects of food and beverages are closely related to and affect the discipline of gastronomy. Again, as a discipline, gastronomy maintains its growth process by developing with the perspective of different disciplines. As it is well-known, upon examining the last twenty-year period, there are many definitions emphasizing its different aspects in the existing literature on gastronomy. Upon examining these definitions, it is mostly seen to emphasize different aspects of gastronomy such as *“the relationship between food and culture, food order and system, examining the food and beverages required for a healthy life, hospitality, culinary cultures, local products, cooking techniques, an effective communication tool between people, containing socio-economic and political feature, aesthetic concern, and maximizing the pleasure of eating”* (Santich, 2007; Oktay, 2018; Oğan, 2021). Therefore, in both social sciences and natural sciences, all elements, which involve food and beverage, evoke the science of gastronomy (Santich, 2004). Therefore, it is understood that the educational activities carried out in the field of gastronomy necessitate an interdisciplinary feature.

Görkem and Sevim (2016) described gastronomy education as a strategic investment tool for the future, as well as raising the workforce for the relevant sectors. In the same study, the researchers stated the basic elements of gastronomy education under three headings such as the teaching staff, the physical characteristics of the application area, and food and beverage consumables. Aymankuy and GÜDÜ Demirebulat (2017) mentioned the difficulties of gastronomy education in terms of both the institution and the trainers.

It can be claimed that the developments in gastronomy education started with the development of French cuisine for the first time in the world in a modern sense. It is accepted that the first course in this field was given in Britain in 1784. Again, the first examples of gastronomy education were pioneered by the United States of America in 1820 and France (Le Cordon Bleu) in 1896 (Demirci, Sarıkaya, and Erol, 2020). In the twentieth century, schools providing culinary education developed in countries such as France, Germany, Austria, Switzerland, and Britain (Zopitais, Theodosiou, & Constanti, 2014; Oğan, 2022). Gastronomy education has been given at the undergraduate level (Culinary Institute of America, Le Cordon Bleu) at the beginning of the twentieth century, towards the end of the twentieth century it began to be given at the graduate (Universities of Boston, Adelaide, and Bologna) and doctorate (New York University) levels (Santich, 2004; Sezen, 2018).

In Turkey, education in the field of gastronomy was first initiated in 1962 (Ankara Hotel Management School) at the secondary level, and in 1997 (Abant İzzet Baysal University) at the associate degree level (Oğan, 2022). Since the early 2000s, the first examples of gastronomy education were encountered at undergraduate (Yeditepe University), master's, and Ph.D. (Gazi University) levels (Görkem and Sevim, 2016). Today, gastronomy education in Turkey is being provided at various levels, including secondary education, higher education, public education centers, and private education institutions (Semint and Özbay, 2021). Higher education activities in Turkey are being carried out by the Council of Higher Education (YÖK) within the framework of the relevant legislation (Şahin, 2022). Accordingly, the type of higher education institution in Turkey, the number of students, and the number of academic staff are presented in Table 1.

Table 1. Type of higher education institution, number of students and instructors in Turkey

	Type	Number
Type of Higher Education Institution	State	129
	Trust	79
	Total	208
Number of Students by Their Educational Levels	Associate (Cookery)	3.250.101
	Undergraduate (GCA)	4.579.047
	Master's (GCA)	358.271
	Ph.D. (GCA)	109.540
	Total	8.296.959
Number of Instructors	Prof. Dr.	33385
	Assoc. Prof. Dr.	21944
	Asst. Prof. Dr.	43058
	Lecturer	37401
	Research Assistant	47806
	Total	183594

YÖK Statistics, 2023.

In Turkey, the student quota of the undergraduate program at the Department of Gastronomy and Culinary Arts (GCA) in 2022 was 6,118 (YÖK Atlas, 2023). Upon examining the data of the Council of Higher Education (2023), it is seen that the student occupancy rate in the undergraduate and graduate education levels in the field of gastronomy is 100% (YÖK Atlas, 2023). Therefore, considering the four-year GCA undergraduate education as well as master's (two years) and Ph.D. (four years) programs, it is thought that over 20,000 students attain gastronomy education. This figure corresponds to a rate of 0.005 when compared to the number of undergraduate and higher education students in Turkey. In this regard, information about the higher education institutions in which the GCA departments are located is presented in Table 2.

Table 2. Information on higher education institutions with a GCA department

	Type	Numbers
Types of Higher Education Institutions with the Department of GCA	State (Active)	83 (65)
	Trust	36
	Total	119 (101)
Undergraduate Student Quotas	In Faculty	4590
	In School	1528
	Total	6118
Number of Graduate Level GCA Programs	Master's (with Thesis 29- without Thesis 13)	42
	Ph.D.	10
	Total	52
Number of Academic Units with the Department of GCA	Faculty of Fine Arts	9
	Faculty of Fine Arts, Design, and Architecture	9
	Faculty of Architecture and Design	1
	Faculty of Engineering, Architecture, and Design	1
	Faculty of Art and Social Sciences	1
	Faculty of Art and Design	7
	Faculty of Art, Design, and Architecture	1
	Faculty of Tourism	49
	School of Tourism Management and Hospitality	9
	School of Tourism and Hotel Management	2
	School of Tourism and Hospitality	1
	Faculty of Applied Sciences	13
School of Applied Sciences	16	

	School of Applied Managerial Sciences	1
	Total	120
Number of Academicians in the Departments of GCA	Prof. Dr.	35
	Assoc. Prof. Dr.	76
	Asst. Prof. Dr.	141
	Lecturer	62
	Research Assistant	61
	Total	375

YÖK Statistics, 2023; Turkish Qualifications Framework, 2023.

Methodology

This study, which was conducted to determine the formation and content problems of gastronomy education provided in undergraduate and graduate programs of universities in Turkey, has an exploratory design. Exploratory research, which is generally designed to explore new perspectives and ask new questions about a phenomenon, can be the starting point if more information regarding the nature of the problem is needed (Gürbüz and Şahin, 2016:103). The research data are collected by the interview technique, which has been frequently used in studies designed with a qualitative approach. In this context, a semi-structured interview form consisting of two parts is applied to 39 academic staff who received undergraduate and graduate education in the field of gastronomy and culinary arts. In the first part of the interview form, there are questions for determining the demographic characteristics of the participants (age, gender, education level, professional experience, etc.). In the second part of the form, there are four (4) open-ended questions established to determine the opinions and suggestions of the participants regarding the formation and content problems of gastronomy education (undergraduate – graduate) in Turkey. While applying the interview forms, expressions that would influence the participants are avoided. Following the data collection process, content analysis is conducted; in this context, themes in which codes and common codes have been clustered are determined. The study is carried out in accordance with the decision of Gaziantep University, Social and Human Sciences Ethics Committee, dated 06.06.2022, and numbered 35.

Findings and Comments

The findings regarding the demographic characteristics of the participants and their responses to the open-ended questions in the measurement tool are presented in the tables and illustrated in the figures below.

Findings Regarding the Demographic Characteristics of the Participants

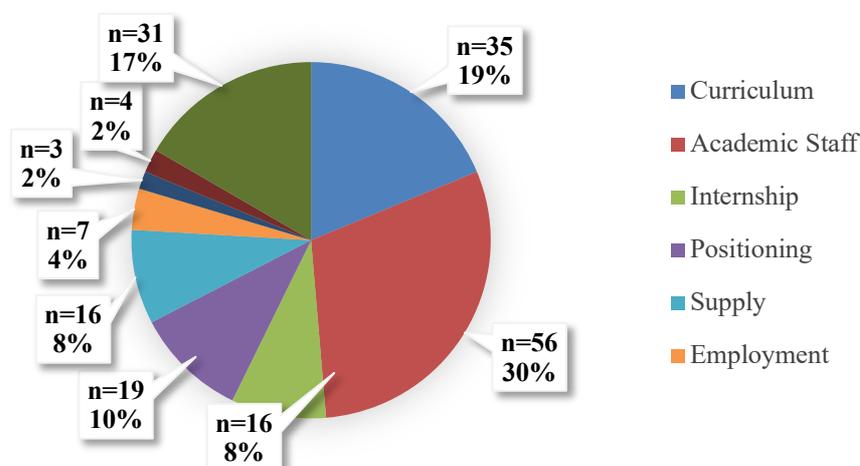
Table 3 contains data on the demographic characteristics of the participants. Upon examining the data presented in Table 1, it is seen that 56.41% (n=17) of the participants are male and 48.71% (n=19) are between the ages of 35-44. When the table is examined in terms of education variable, it is understood that a significant part of the participants (n=14, 35.89%) acquired both undergraduate and master's degrees in the field of gastronomy. The data presented in the table also indicate that 71.78% (n=28) of the participants have professional experience between 1-10 years; it points out that 48.71% (n=19) are employed in faculties and 38.46% (n=15) are employed in vocational schools. A significant portion of the participants (n=29, 74.35%) acquire the title of doctor and lecturer.

Table 3. Findings regarding the demographic characteristics of the participants

	Category	n	%
Gender	Women	17	43.58
	Men	22	56.41
Age	25-34	16	41.02
	35-44	19	48.71
	45 and older	4	10.25
Gastronomy Education	Associate Degree	2	5.12
	Master's	5	12.82
	Ph.D.	7	17.94
	Undergraduate-Master's	14	35.89
	Master's-Ph.D.	8	20.51
	Undergraduate	3	7.69
Professional Experience	1-5 years	11	28.20
	6-10 years	17	43.58
	11-15 years	7	17.94
	16 years and over	4	10.25
Academic Units	Vocational School	15	38.46
	School	5	12.82
	Faculty	19	48.71
Title	Research Assistant	9	23.07
	Lecturer	14	35.89
	Asst. Prof. Dr.	15	38.46
	Assoc. Prof. Dr.	1	2.56
	Total		39

Findings Regarding the Responses of the Participants to the Open-Ended Questions

In Figure 1, the analysis results of the responses given to the question “*What are the problems or deficiencies related to undergraduate gastronomy education?*” to the question are included. Upon examining the data illustrated in the figure, the sample group made 187 similar or different statements regarding the related question that appears to be clustered under 9 different themes, which can be named as *curriculum, academic staff, internship, positioning, supply, employment, occupational health/safety, kitchen planning, and cost* according to the content characteristics of these statements.

**Figure 1.** Themes related to the problems of undergraduate education

Considering the statistical data illustrated in Figure 1, it is understood that the themes that contain the most statements are academic staff (n=56, 30%), curriculum (n=35, 19%), and cost (n=31, 17%). The data illustrated in the figure also indicate that the theme with the least statements is occupational health and safety (n=3, 2%).

The statements associated with the aforementioned themes are itemized according to their content characteristics and listed below.

Curriculum:

- Lack of a broad-based core curriculum (P7, P14, P17, P26)
- Non- accredited Curriculum in terms of formation and content (P12, P31)
- Determining the courses and course contents according to the expertise of the instructors (P1, P2, P9, P13, P14, P19, P20, P21, P24, P29, P30, P32, P33, P34, P35, P36, P39)
- Insufficient applied course load, intensity of theoretical courses (P1, P6, P14, P18, P21, P30, P37)
- Insufficient level of foreign language education (P6, P9, P10, P21, P33)

Academic Staff:

- Inadequate number of academic staff educated in gastronomy (P2, P3, P4, P5, P6, P8, P10, P11, P13, P17, P18, P19, P20, P22, P23, P24, P26, P27, P28, P30, P31) , P32, P34, P35, P36, P38, P39)
- High number of academic staff from different disciplines (P6, P7, P8, P9, P13, P15, P16, P21, P22, P25, P26, P29, P30, P37, P38)
- Failure to observe reciprocity in the employment process (P8, P12, P15, P16, P23, P25, P27, P28, P29, P31, P32)
- Ignoring practical experience in academic staff recruitment (P3, P5, P11)

Internship:

- Short internship period (P4, P5, P9, P15, P20, P27, P35, P39)
- Individual and institutional difficulties in determining the internship field (P10, P22, P31)
- Internship quality (P5, P16, P28)
- Failure of internship coordination (P17, P34)

Positioning:

- Opening of gastronomy departments within different faculties and colleges (P1, P2, P5, P12, P16, P19, P25, P28, P33, P37)
- Administrative staff's perception of gastronomy as a subcomponent of other disciplines (P4, P5, P11, P18, P22, P23, P28, P32, P39)

Supply:

- Disruptions associated with the supply of consumables (P3, P10, P8, P13, P18, P25, P31, P36)
- Procedure for identifying and purchasing suitable equipment (P3, P5, P13, P18, P20, P26, P27, P31)

Employment:

- Inadequacy of expert personnel or supervisors assigned in the application field (P3, P9, P15,

P29, P34)

- Absence or insufficiency of plans and projects for graduate student employment (P3, P9)

Occupational Health and Safety:

- Low enrollment in occupational health and safety certification programs (P12)
- Non-practical courses on food safety and personnel hygiene do not include practice (P27, P30)

Kitchen Planning:

- Failure to comply with international standards while creating application areas (P5, P22)
- Lack of functionality of kitchen plans and equipment (P5, P32)

Cost:

- Expensive consumables and kitchen equipment (P1, P6, P7, P9, P10 P13, P16, P17, P23, P25, P26, P28, P31, P35, P36, P39)
- Continuity of consumable requirement (P20, P26, P28)
- High equipment prices (P6, P7, P9, P16, P17, P19, P26, P30, P31, P39)
- The dynamic structure of gastronomy (P2, P28)

Some of the statements of the participants regarding the gastronomy education given at the undergraduate level in Turkey are listed below.

“One of the important problems of gastronomy education is the lack of an inclusive education program. The main reason for this situation is that the boundaries of gastronomy education cannot be drawn and its main objectives cannot be revealed. In Turkey, gastronomy education is provided in more than a hundred universities and there are great differences in curricula...” (P24).

“The biggest problem is that the course contents are prepared according to the expertise of the academic staff. This can be clearly seen when current curricula are examined. Mathematics, chemistry, food technology, and microbiology are some of these courses. Evidently, gastronomy has close contact with these fields, but there are also many field courses that need to be provided...” (P13).

“The majority of the courses provided in the undergraduate programs are theoretical. The credit hours of the existing practice courses are also low. Gastronomy is a department that raises qualified personnel to the sector ...” (P6).

“Since the number of academicians who graduated from gastronomy programs is low, academicians from different basic fields are recruited to the departments. There are too many science lecturers in the gastronomy departments. This situation raises the issue of norm staff. And lecturers with gastronomy education cannot work in the universities they want...” (P15).

“The gastronomy department has a location problem. At least ten different faculties or higher schools have gastronomy departments. Departments associated with food and nutrition consider gastronomy as their sub-branches. This slows down the drawing and development of the basic framework of gastronomy education...” (P32).

“Academic personnel are recruited from many quantitative and verbal departments in gastronomy. But gastronomy graduates cannot work in every department. For example, a graduate of chemistry or dietetics can be employed in gastronomy-related departments, but a gastronomy graduate cannot work in the chemistry department” (P18).

Figure 2 illustrates the analysis results of the participants' responses given to the questions such as "What are the problems or deficiencies related to high-level gastronomy education?" and "What are the problems or deficiencies in gastronomy education at the graduate level?".

Considering the data illustrated in the figure, it is seen that the sample group made 174 similar or different statements regarding the related questions, and these statements are clustered under 5 different themes such as *course content*, *material*, *student admission*, *academic staff*, and *scientific preparation* according to the scope characteristics.

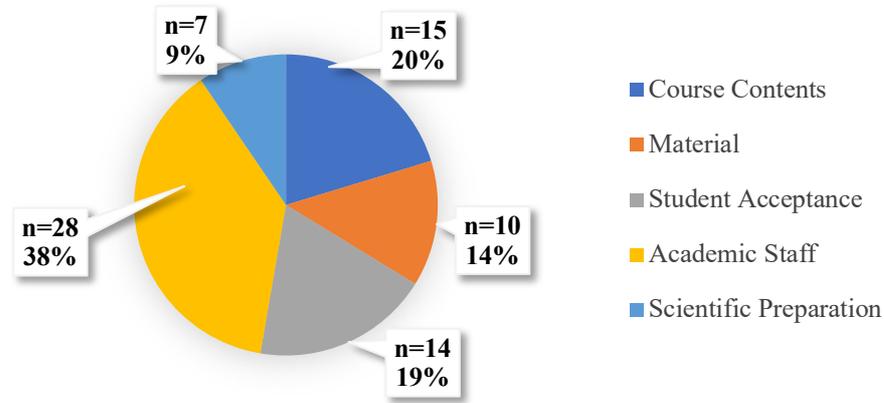


Figure 2. Themes related to the problems of graduate education

Upon examining the data illustrated in Figure 2, it is seen that the themes with the highest number of statements are *academic staff* ($n=28$, 38%), *course contents* ($n=15$, 20%), and *student admission* ($n=14$, 19%). The data illustrated in the figure also indicate that the theme with the least statements is *scientific preparation* ($n=7$, 9%). The statements associated with the aforementioned themes are listed below according to their content characteristics.

Course Contents:

- Low number of elective courses (*P4, P11, P14, P18, P19, P24, P25, P30, P33, P34, P38*)
- Insufficiency of courses regarding research methods (*P4, P11, P25, P34*)

Material:

- Insufficient printed or interactive materials related to course content (*P7, P9, P11, P17, P23, P28, P30, P31, P34, P39*)

Student Acceptance:

- The high number of students outside the field (*P11, P21, P25, P26, P32, P34, P35*)
- Determining the recruitment conditions according to the specialization of the academic staff (*P5, P11, P17, P35*)
- Oral examinations fail in measuring the experience and abilities of candidate students (*P10, P20, P29*)

Academic Staff:

- Inadequate number of academic staff educated in gastronomy (*P4, P6, P8, P9, P14, P19, P20, P23, P24, P26, P27, P29, P30, P31, P34, P35, P37, P38, P39*)
- High number of academic staff from different disciplines (*P6, P7, P13, P16, P21, P22, P26, P29, P36*)

Scientific Preparation:

- Insufficient scientific preparation time (*P1, P9, P12*)

- Absence of practical training in scientific preparation (P3, P9, P23, P30)

Some of the statements of the participants regarding the gastronomy education provided at the undergraduate level in Turkey are listed below.

“Elective courses in master’s programs are not enough. Students cannot find courses to choose for their interests. The fact that the current elective courses are also compulsory causes the students to select the courses they do not want...” (P25).

“There is a shortage of resources in graduate education. The course materials related to the courses taken are limited. Therefore, students have to shift toward resources from different disciplines. They are also completely unsuitable for the course content...” (P17).

“I think it is not appropriate to allocate a postgraduate quota for students from different programs when there are students with an undergraduate degree in gastronomy. This also applies to Ph.D. programs. Gastronomy departments now have enough graduates...” (P21).

“The number of master's programs is increasing day by day. There are too many quotas. It is important that willing and talented students receive postgraduate education, not the number of students...” (P32).

“I can claim that the scope of scientific preparatory education is quite narrow and its duration is insufficient. The absence of applied courses in scientific preparation accompanies the quality problem...” (P9).

Suggestions of Participants in Gastronomy Education

In Table 4, the solution suggestions of the participants regarding the formation and content problems of gastronomy education (undergraduate/graduate) in Turkey are presented. Considering the data in the table, it is understood that the participants put forward a 28-item solution suggestion (undergraduate: n=17, graduate: n=11). It is possible to list the related items as *the employment of gastronomy-educated academicians* (n=16), *increasing the internship period, rendering the internship qualified* (n=9), and *increasing the department budgets* (n=8). The items with the highest number of statements at the graduate level are the *employment of academicians with gastronomy education* (n=12) and *increasing the number of elective courses* (n=10).

Table 4. Suggestions of Participants in Gastronomy Education

Education	Suggestions	Participants
Undergraduate Education	1. Preparation of a comprehensive, standardized training program	P7, P14, P26
	2. Continuation of accreditation studies	P12, P31
	3. Opening courses in accordance with the characteristics of the program	P9, P13, P14, P24, P30, P34
	4. Reducing the number of theoretical lessons	P1, P14, P18, P30, P31
	5. Increasing the number of applied courses	P1, P6, P14, P30, P32, P37
	6. Removal of the fee limit (10 hours) of applied courses	P18, P29
	7. Putting a preparatory class in the gastronomy departments	P6, P9, P10, P27
	8. Increasing the credits of the vocational English course	P9, P33
	9. Employment of gastronomy-educated academicians	P2, P3, P4, P5, P6, P11, P13, P18, P19, P24, P27, P31, P35, P36, P38, P39
	10. Application for the recruitment of academic personnel seeking experience	P3, P5, P15, P29
	11. Increasing the duration of the internship, making the internship qualified	P4, P5, P12, P20, P27, P28, P35, P38, P39
	12. The healthy operation of the internship coordinator	P17, P34
	13. Faculties take more initiative in determining internship places	P11, P23, P34

Graduate Education	14. Transformation into faculties	P14, P31
	15. Expert staff / chief employment	P3, P9, P15, P27, P29, P34
	16. Increasing the budgets of the department	P1, P6, P8, P10, P11, P17, P28, P35
	17. Occupational health and food safety courses include practice	P12
	18. Employment of gastronomy-educated academicians	P4, P6, P8, P14, P20, P23, P27, P31, P34, P37, P38, P39
	19. Seeking practical experience when recruiting academic staff	P3, P5, P9, P13, P28, P34
	20. Increasing the number of elective courses	P4, P7, P11, P14, P19, P24, P25, P31, P34, P38
	21. Removal of compulsory elective courses	P18, P25, P33
	22. Involving theory courses	P4, P13
	23. Courses related to research methods include practice.	P4, P11, P25
	24. Restriction of out-of-field student admission	P11, P26, P27, P32, P34, P35
	25. Determination of student admission conditions according to the objectives of the department	P5, P11, P22, P36
	26. Measuring application skills in student recruitment	P10, P20, P29
	27. Extension of the scientific preparation period	P1, P12
28. The courses taken in scientific preparation include practice.	P15, P23, P30	

Conclusion

Gastronomy is a complex and dynamic field of study that deals with an interdisciplinary perspective, starting with the supply of eating and drinking elements from the source and ending with their consumption (Çekiç, 2021). Gastronomy education, on the other hand, has a framework that concentrates on the theoretical structure and application dimension of this study field. This research was conducted with the aim of determining the formation and content problems of gastronomy and culinary arts education provided at Turkish universities. For the purposes of the research, a semi-structured interview form was applied to 39 academic staff who acquired undergraduate and/or graduate-level degrees in the field of gastronomy and culinary arts. The information obtained as a result of the content analysis conducted on the interview forms was classified and interpreted.

The results of the research indicated that the participants made 187 similar or different statements regarding the formation and content problems of undergraduate education and according to the content characteristics of these statements, which appeared to be clustered under 9 themes that could be named as *curriculum*, *academic staff*, *internship*, *positioning*, *supply*, *employment*, *occupational health/safety*, *kitchen planning*, and *cost*. Among these, the themes that contained the most statements were *academic staff* (n=56, 30%), *curriculum* (n=35, 19%), and *cost* (n=31, 17%). It is understood that the theme with the least statement for undergraduate education was *occupational health and safety* (n=3, 2%). It is possible to list the most frequent of these statements as follows:

- Determination of courses and course contents according to the expertise of the instructors (n=17)
- Insufficient number of academic staff educated in gastronomy (n=27)
- The high number of academic staff from different disciplines (n=15)
- Consumables and kitchen equipment are expensive (n=16)

Besides these, the results of the research indicated that the participants made 74 similar or different statements regarding the formation and content problems of graduate education, and they were categorized under 5 different themes, which can be named as *course contents*, *materials*, *student admission*, *academic staff*, and *scientific preparation* according to the scope characteristics of these statements. Among these, it was seen that the themes with the highest number of statements were *academic staff* (n=28, 38%), *course contents* (n=15, 20%), and *student acceptance* (n=14, 19%). The

data also indicated that the theme for which the least statement has been sent for graduate education was *scientific preparation* (n=7, 9%).

It is possible to list the most frequent of these statements as follows:

- The low number of elective courses (n=11)
- Insufficiency of printed or interactive materials associated with course contents (n=10)
- Insufficient number of academic staff educated in gastronomy (n=19)
- The high number of academic staff from different disciplines (n=9)

The results of the research also revealed that the participants made 135 (undergraduate: n=81, graduate: 54) statements regarding the solution to the aforementioned problems, and these statements were categorized under 28 items. The most frequent of these items are as follows:

- Employment of gastronomy-educated academicians (undergraduate: n=16, graduate: 12)
- Increasing the duration of the internship, rendering the internship qualified (undergraduate: 9)
- Increasing departmental budgets (undergraduate: n=8)
- Increasing the number of elective courses (undergraduate: 10)

When the research results are subjected to an overall evaluation, it is understood that the academicians made a large number of statements regarding the content problems (curriculum, course contents, the implementation of the courses) and formation problems (academic employment procedures, student admission conditions, equipment of the application areas, etc.) of the gastronomy education provided at Turkish universities. Among these statements, the employment of academic staff outside the field, course contents, and the cost of the practical courses, which support some of the subjects stated in the Workshop Reports of the Turkey Tourism Summit (2023), attract attention. It is thought that seeking solutions by discussing these statements in academic and administrative environments would enhance the quality of gastronomy education provided at Turkish universities. In this context, it is crucial to organize comprehensive workshops on the past, present, and future of gastronomy education and to take the necessary precautions by preparing separate reports for current problems.

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