



Mission and vision analysis of tourism faculties in the context of the fourth generation university model: The case of Turkey

Ömür Hakan Kuzu, PhD
Beysehir Ali Akkanat Faculty of Tourism
Selcuk University
42700 Beysehir-Konya, Turkey
E-mail: ohkuzu@selcuk.edu.tr

Abstract

The purpose of this study was to analyze mission and vision statements of tourism faculties in Turkey in the context of the fourth generation university. The study was carried out using a “case study” design. A document analysis method was used to analyze the current situation numerically. Data related to the study were acquired from the web pages of tourism faculties, which exist within the data source of the Higher Education Undergraduate Programs and Quotas Guideline 2019, Student Selection and Placement Council, Higher Education Institution. The data were analyzed using Excel and Maxqda software. Codes of mission and vision statements were coded on 6 themes and 12 categories that were determined according to the model designed for use in the study. According to the study results, it was observed that the number of codes related to education mission was superior in mission and vision statements of the tourism faculties. However, in mission and vision statements, it was found out that there has been insufficient emphasis on a pro-active focus and contribution to the local sector and economy, which is the most vital success component of the fourth generation university. Furthermore, it was observed that tourism faculties lack strategy in terms of mission and vision visuals concerning a research-oriented university approach and digital transformation. Findings were assessed in the context of the discussions in the literature and suggestions were then made for future studies.

Keywords: The Fourth Generation University, tourism faculties, mission, vision, case study.

Introduction

As of 2018, tourism has been a major industry with an income of 1.7 trillion dollars, which concerns 1.5 billion of the world's population. It is also an important economic area with the third-largest export (foreign trade) volume after the chemical and fuel (energy) sector in the world. Turkey, on the other hand, is located in a pivotal position in this sector worldwide. Indeed, although it is not in the top ten in terms of revenues, it ranks sixth in the world with 46 million visitors in terms of the arrival number of tourists. Another important detail is that this figure is 22% higher than the previous year, which is a much higher percentage than that of the other countries in the top ten (WTO, 2019). Within the scope of tourism strategy that Turkey has set for 2023 (100th anniversary of the foundation of the Republic), 75 million tourists and 65 billion dollars in tourism revenue (11th DP, 2019) make it inevitable for the tourism sector to make more competitive breakthroughs with its inputs and outputs.

As tourism is a service sector and the internal human resources is the most important factor in a service sense, the importance of communication and interaction with employers and institutions providing training in terms of the economy increases accordingly (Riley, Ladkin & Szivas, 2002). In the global competitive environment, such interaction is considered a key element of the effective use of human capital (Leatherbarrow, Fletcher & Currie, 2010).

The importance of education for the tourism sector has been increasing day by day though containing certain conflicting elements. Negative statements such as “insignificant, low-paid, routine, unskilled, short-lived and long working hours” for working conditions in tourism (Jiang



& Taribe, 2009; Lucas, 2004; Nickson, 2007; Walmsley, 2004) refer to the problem of highly educated employment in the sector; it also points to a paradox in which higher education institutions (universities) should inevitably take an active part in unriddling of this paradox.

The necessity of universities to be the focus of solutions within socio-economic systems has been on the agenda since the third generation university model where the traditional university approach was abandoned (Wissema, 2009). Therefore, the cooperation between the tourism sector and university originates from the conditions of the internal dynamics of the sector as well as the necessity of the change process in higher education. At this very point, the institutions providing tourism education in universities should set goals considering the change.

Strategic planning of universities and faculties in line with changes in their missions and visions as target management tools and strategic management methods (Davies & Glaister, 1997) has naturally become a necessity for tourism faculties. Undoubtedly, this is considered effective in terms of indicating differences and specificities (Efe & Özer, 2015).

Despite all kinds of different reconstructions, it is a fact that universities have been positioned according to the needs of the capital/industry/sector specifically in the last half-century. Although this brings numerous discussions along, it is not appraised in terms of the establishment of an advanced order, but as part of the struggle of the acquired (presumed) rights (Timur, 2000).

When the modern university evolved over techno-science (Timur, 2000), that is, the process of utilization of knowledge, the reflection of business/sector language to higher education was not delayed and the terms such as mission/vision, entrepreneurship, innovation, sustainability, market, customer and added value have become the language itself (Xiong, 2012). The interesting thing is that some of these concepts were directly translated into the jargon of higher education, while some preferred softer expressions. For students, the concept of stakeholder (Birnbaum, 1988; Burrows, 1991) instead of customer or the concept of outcome (Hussey & Smith, 2002) instead of value-added/output correspond to soft transitions; entrepreneurial universities (Etzkowitz, Webster, Gebhardt & Cantisano, 2000) or mission/vision statements (Kotler & Murphy, 1981) can be the examples of direct borrowing.

The debates and restructuring issues on the fact that universities are more proactive for the external environment (regional/national/international) are being formed under the umbrella of the 'fourth generation university' concept (Pawlowski, 2009); it will, eventually, lead to the main objectives of tourism faculties to be directed towards more macro objectives beyond education and research.

This study aims to examine the mission and visions of tourism faculties in the context of the fourth generation university model, which is the latest trend in the restructuring process of universities. To what extent mission and vision statements of tourism faculties in Turkey has been reflected in the sense of the fourth generation university model has tried to be determined. For these analyses, firstly the historical course of the universities is summarized.

Historical Periods (Generations) in Higher Education and the Fourth Generation University

Universities were born in medieval Europe in today's context and developed in the three generations and transition process seen in Figure 1 (Wissema, 2009). In this process, which states the development of universities' three main missions, education is in the first generation; research in the second and social service (third) missions have become more important in the last generation. These three generations are shown in Figure 1:

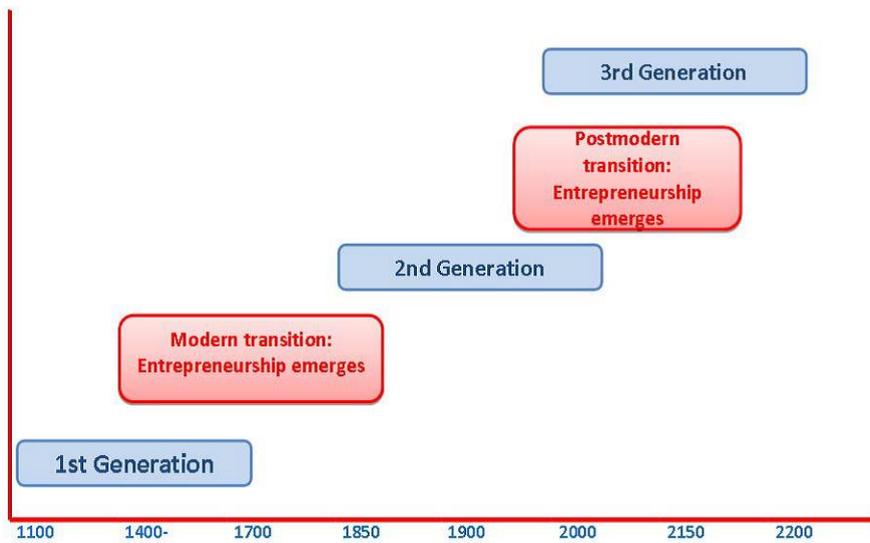


Figure 1. History of Higher Education

As can be seen in Table 1, the purpose of the university was to preserve reality, in a sense the status quo, in the first generation; which then was to understand nature in the second generation. In the third generation, that is the post-knowledge age, it is not only a make-do or understanding; but also the effort to take societies forward in the socio-economic sense has also been undertaken by universities (Wissema, 2009; Wright, Clarysse, Lockett & Knockaert, 2008).

In today's universities, developments such as transfer from 'tacit knowledge' to 'explicit knowledge'; most importantly licensing, contract research, consulting, graduate-researcher mobility and spin-offs/start-ups in the use for industry/society stand out. That way, universities that settle in the center of knowledge institutions, government and sector trio in the form of a spiral know-how carousel/hub (Wissema, 2009), centered upon entrepreneurship (Etzkowitz & Leydesdorff, 2000; Etzkowitz, 2002), competitiveness and innovation (Lukovics & Zuti, 2013).

Recently, a fourth-generation university model has been developed to further emphasize the contribution of universities to socio-economic development in the regional sense. This model is based on the assumption that universities will proactively shape their environment and become more diverse with more significant strategic approaches, although their content is not yet fully developed as in previous approaches (Pawlowski, 2009). The four generations of university models are summarized in Table 1:

Table 1. Certain Features of the Four Generation University

	First generation universities	Second generation universities	Third generation universities	Fourth generation universities
Mission	Education	Education and research	Education, research and exploitation of knowledge	Education, research, exploitation of knowledge and proactive economic development
Role	Defending the truth	Discovering the nature	Creating added value	Creation of strategic aims, and the role of the engine in local economy
Method	Scholastic	Modern science, Mono-disciplinary	Modern science, Inter-disciplinary	Post-modern science Multi-disciplinary
Output	Professionals	Professionals and scientists	Professionals, scientists and entrepreneurs	Professionals, scientists, entrepreneurs and competitive local economy
Language	Latin	National	English	Multilingual (national and English)
Management	Chancellor	Part-time academics	Professional management	Professional management and local experts

Source: Wissema, 2009; Lukovics ve Zuti, 2015

According to the study of Lukovics and Zuti (2013), which introduced the fourth generation university model shown in Table 1 to the literature in more detail; universities are constructed on two main pillars. These columns represent the three most fundamental missions of universities. The first one is the education and research column. The components of this column are; student and researcher mobility, rich and high quality education programs, high quality innovative research and parameters and performances to become a global university. The second pillar relates to the third mission of the university, social service mission. The components of this column are; knowledge and technology transfer, national and international connections and innovative collaborations, flexible structures and systems that facilitate adaptation, and services to support the local economy and entrepreneurial activities. Figure 2 shows the 4x4 components of the two pillars of the fourth generation university:

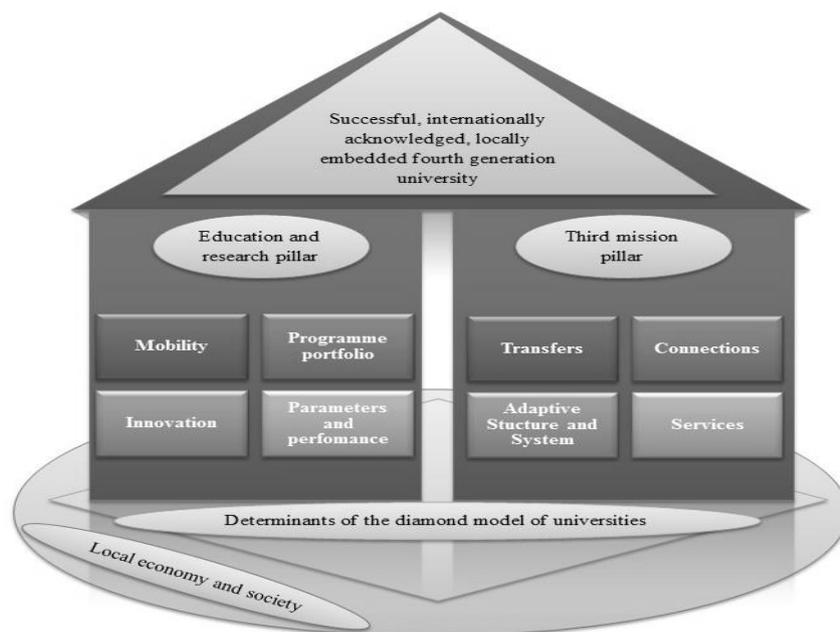


Figure 2. Virtual Model of an Internationally Successful University

As can be seen in Figure 2, the fact that the fourth-generation university model that can be defined as the university approach of the digital age, reflects a university approach integrated with both international and local/regional/national socio-economic dynamics constitutes the most fundamental difference from the previous third-generation and entrepreneurial university models. This means that in a sense, it attaches more importance to regional competitiveness and development than previous models.

The built-in assumption here is that universities' ability to undertake optimal tasks for local/regional socio-economic development will increase globally and internationally their acceptance and thus their success. Actually, it is stated that this model can answer the question of how it should be done while explaining the success of universities in the context of the relationship between universities and local dynamics (Lukovics & Zuti, 2015; Kotozs, Lukovics, Molnar & Zuti, 2015).

The components of the fourth-generation university model are in line with the three components that Salmi (2009) considers important in the success of world-class universities in Figure 3. In Salmi's model (2009), three important elements of being a world-class university are explained as many talented people (concentration of talent), favorable governance and abundant resources. It means attracting a large number of talented individuals, successful students, teaching staff; focusing on graduate education, and becoming internationalized at these two points. Favorable governance is to create a culture of excellence in a flexible management approach (on the basis of academic freedom and institutional autonomy) with strategic vision holder and leading staff. Abundant resources point to the need to create resource richness and diversity for both talented human resources and appropriate governance.

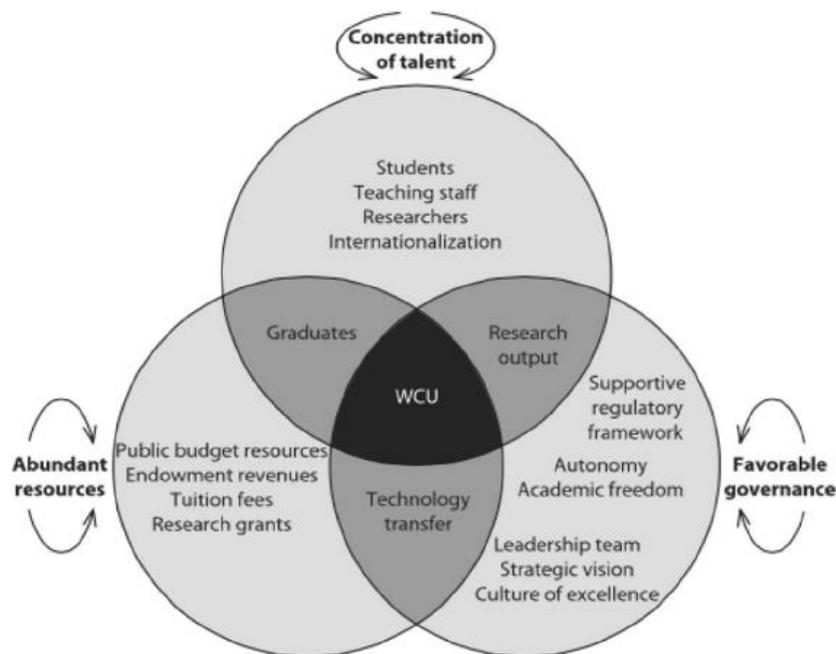


Figure 3. World-class University Features (Salmi, 2009)

The approach in Figure 3 describes the ways to reach a world-class university as follows: where successful and preferred students graduate (human resource-financial resource interactive education mission), quality and effective research (human resource-management interactive research mission) and technology transfer takes place - thereby increasing the wealth of resources - (management-financial resource interactive and social/industrial service mission). Table 2 shows the comparative understanding of both universities:



Table 2. Comparison of Fourth Generation University (FGU) - World-class University (WCU) Features

Fourth Generation University			World-class University		
Education	International internal stakeholder	Mobility	Talented people	Preferred graduates- academics & Research oriented	Mobility
		Internationalization			Internationalization
	The aim and scope of the curriculum	Quality and efficiency			Innovative & Graduate- dominated
		Diversity			Research output
Research	Research dimension	Quality and innovation	Abundant resources & Favorable governance	Technology transfer	Research grants
		Researcher training			Resource diversity
	Qualified researcher	Publication quality			Autonomy Academic freedom
		Academic excellence			
Social Service	Use of knowledge	Knowledge and technology transfer			
		Connections with stakeholders			
	Pro-active economic development kalkınma	Flexible structure			

Source: Adopted from Lukovics & Zuti, 2015; Lukovics, Molnar, & Zuti, 2015; Salmi, 2009.

This model, based on the diamond model of modern universities, aims to advance concepts and ideas on university-oriented economic development and especially on less developed regions by creating new areas of discussion for university developments that continue to be shaped by the third generation university model or entrepreneurial modern university model (Bajmocy, Lukovics & Vas, 2010). In a way, this means that personalization in individuals and localization in societies and institutions rise to the prominence owing to the chaotic and complex structure of the truth that not being the same for every situation and everyone in the digital age (Brown, 2015).

In the study, the reason why this model, presented by Lukovics and Zuti (2015) as success components for universities in the digital age, was taken as a scale in the analysis of mission and vision statements of tourism faculties is the importance the model attaches to local/regional development more specifically than the previous models and attributed to universities in this matter. Indeed, countries have been increasingly competing to benefit from the economic effects of tourism, one of the largest developing sectors in the world. In this context, the tourism sector is considered as an important sector in surmounting many socio-economic problems, especially regional underdevelopment. This leads to an increase in the importance and evaluation of tourism education attached by countries (Pedrana, 2013).



In the mission and vision analysis of universities or faculties, it was seen that mission reviews were conducted more in the literature while vision reviews were not examined. Besides, it has been found that related studies are generally based on numerical evaluation content analyzes such as word number and frequency (Cortés-Sánchez, 2017). This study differs from previous studies by analyzing both mission and vision statements of tourism faculties and evaluating them in the context of the fourth generation university approach based on the importance of the contribution of the tourism sector and education to regional development. It was tried to be explained to what extent the tourism faculties reflect the global university approach through Turkey's case, which has an important position in the tourism sector.

For this purpose, the following research questions were sought in the study:

1. Do mission and vision statements of tourism faculties in Turkey have the aim of becoming the fourth generation university?
2. Which of the fourth generation university components do mission and vision statements of tourism faculties in Turkey include?

Methodology

Research Design

This study was designed using a “case study model”, one of the qualitative research models, to examine the missions and visions of tourism faculties in Turkish universities. The case study is not only a technique of data collection, but it is rather a complete research strategy and methodology in which research logic, information gathering methods, and data analysis techniques are designed (Stoecker, 1991). This includes the process of collecting, analyzing, and reporting data on the merits of the event or sample (Davey, 1991) to acquire more detailed information on the subject and to make the case comprehensible in many aspects (Merriam, 1998). In case studies, however, it is essential to examine the situation in an integrated structure within its boundaries (Yıldırım & Şimşek, 2008). In this study, the case study design was used, as the aim was to reveal the status of being the fourth generation university in the mission and vision statements of tourism faculties in Turkish universities.

Study Group

The purposive sampling approach (Mason, 2002; Patton, 2002), an effective method to make the information more reachable, comprehensive and detailed, was preferred. For the evaluation of becoming the fourth generation university in the context of mission and vision statements, which is the aim of the study, only tourism faculties (all) in Turkey were determined to be the cases via convenience sampling method.

The Higher Education Undergraduate Programs and Quotas Guideline 2019, Student Selection and Placement Council, Higher Education Institution was used. According to this guide, there is a total 41 tourism faculties in Turkey, 39 of which are operating in 207 universities, (two for each in two of the universities) as of November 2019. The study group consists of 40 tourism faculties since the data of one tourism faculty is not available.

Data Collection Tool

In this study, the “Document Analysis” method was used. This method can be used as a stand-alone data collection tool as it is also used to enrich other data collection methods such as observation and interviews, which are frequently used in qualitative researches, and to make the data more reliable by triangulating (Yıldırım, 1999).

In this study, the mission and vision statements on the web pages of selected universities were used. The data related to the study were obtained from the web pages of the faculties of tourism, (and if data were not available) strategic plan, activity report and quality (internal) evaluation reports. Excel and Maxqda software programs were used in the study to systematize the data (Best & Khan, 1993; Coffey & Atkinson, 1996; Wolcott, 1994).



Data Collection and Analysis

The data collected from the web pages of the faculties based on mission and vision statements were acquired between September and October of 2019. As the academic year in Turkey started at the end of September, it was checked if there were any changes/modifications in the mission/vision statements of the faculties in November.

In qualitative research, the methods classified as descriptive and content analysis by Strauss and Corbin (1990) were used to analyze the data. In this study, descriptive analysis method (Yıldırım & Şimşek, 2008) was used since the coding of mission and vision statements were according to the (pre-determined) themes in the fourth generation university conceptual model developed based on the relevant literature.

For the descriptive analysis coding of the documents, "Computer-assisted NCT Analysis" approach developed by Friese (2014) was used. The essence of this approach; 'notice', 'collect' and 'think' steps were followed. In documents, primarily different points, collection, and coding of these findings and analysis of the results were identified. In this way, it was tried to describe the extent to which the mission and vision statements of the tourism faculties, which are the research question, contain the main themes that are the indicators of the success of the fourth generation university shown in Table 2.

Validity and Reliability

In the study, the fourth-generation university model, the last stage of the third generation university and entrepreneurial university models, which is also considered significant and frequently referred to in the literature, was preferred since the inclusion of this model in other models and the importance it attaches to regional development are assumed to be the structural validity (strength) of the model itself. Besides, a comparison of the fourth-generation university model with the most known and accepted world-class university approach was made (Table 2). Thus, the degree of representation of the social phenomenon of the model is tried to be increased while, on the other hand, structural validity is tried to be established in the study (Hammersley, 1992).

Researcher-triangulation (Stake, 2010) method was used to provide internal validity and two different academicians made contributions to the data collection, analysis and interpretation. For external validity, the process of data collection and analysis are detailed. Direct quotations from mission and vision statements are also included.

Miles and Huberman's agreement formula ($\Delta = C \div (C + \partial) \times 100$) was used for internal reliability. In the formula, Δ : is the reliability coefficient, C: is the number of subjects/terms agreed upon, ∂ : is the number of subjects/terms that cannot be agreed on. This formula was used during the evaluation of university components worldwide and it was concluded that the agreement rate of researchers was 87%. It was seen that this study ensures the internal reliability criterion that requires the coefficient to be at least 80% (Miles & Huberman, 1994). For external reliability, keeping the coding notes and other records on the data in their raw form was paid attention. At the same time, in the interpretation of the data, the opinions in the related literature were included and comparisons were made.

Findings

In the study, coding analyses of the fourth-generation university achievement indicators summarized in table 2 via mission statements of 40 tourism faculties in Turkey were first made. The 4x4 components under the two pillars (education-research mission and social service mission) in the fourth generation university concept were described as themes and categories. After this stage, the mission statements were coded separately with the help of two associate professors and researchers in tourism faculty and experts in qualitative research. It was found out that the first researcher made 42 coding while the second 28 and the third researcher 31. As a result of the researchers working together, 35 final codes were determined. Frequency distributions of themes, categories and codes are shown in Table 3.

Table 3. Mission Statement Analysis of Tourism Faculties in Turkey

Mission	Theme	Category	Code	n		
Education (n=94)	International internal stakeholder (n=2)	Mobility	Student mobility	-		
			Teaching staff mobility	-		
		Internationalization (n=2)	Internationally preferred graduates	2		
			Internationally preferred lecturers	-		
	The aim and scope of the curriculum (n=92)	Quality and efficiency (n=90)	Tourism sector oriented	14		
			Scientific/social/ethical values	14		
			Qualification in theory and practice	10		
			Professional/manager/leader training	10		
			Foreign language intensive	9		
			Technology based	6		
			Entrepreneur training	6		
			Regional development oriented	5		
			National values-bound	5		
			Contemporary/scientific/quality education	4		
			Universal educational institution	2		
			Continuous improvement	1		
			Student-oriented education	1		
			International accreditation	1		
				Diversity (n=2)	Continuous/distance education	2
			Research (n=31)	Research dimension (n=23)	Quality and innovation (n=19)	Innovative research leading the sector
Research increasing competitiveness	4					
Entrepreneurial projects	4					
Qualified researcher (n=8)	Researcher training (n=4)	Training of qualified researchers		4		
		Publication quality (n=6)		Contribution to scientific field in tourism	3	
				Organizing international meetings	3	
	Academic excellence (n=2)	Qualified academician	2			
Social service (n=45)	Use of knowledge (n=19)	Knowledge and technology transfer (n=11)	Knowledge transfer to the people of the world and country	8		
			Knowledge utilization for the benefit of humanity	3		
		Connections with stakeholders (n=8)	Local/national/international stakeholder collaborations	4		
			Social/sectorial counseling	4		
	Pro-active economic development (n=26)	Flexible structure (n=1)	Participatory flexible management	1		
			Support to local economy and entrepreneurs (n=25)	Solution/support for regional tourism sector	11	
				Regional/social development	8	
				Sustainability	4	
		Create added value	2			

According to Table 3, it is seen that the majority of the mission statements of tourism faculties are related to education (n=94). The statements about social service mission (n=45) are the second most frequent while the research mission statements (n=31) are the third.

In terms of the educational mission, it is observed that the codes mostly rank under the aim and scope of the curriculum (n=92) and the category of quality and efficiency (n = 90). Coding is most often under the titles of tourism sector oriented (n=14), scientific/social and ethical values (n=14) and professional/manager/leader training (n=10). However, the least frequent mission statements are related to international accreditation (n=1), student oriented education (n=1) and continuous improvement (n=1).

Here are some examples regarding the fact that the purpose of education is to train individuals for the tourism sector:



“... to train individuals who have basic business and professional tourism formation to produce solutions for the development of the tourism sector...” (Akdeniz University, Faculty of Tourism)

“... to train qualified graduates needed by tourism sector...” (Erciyes University, Faculty of Tourism)

Other examples regarding the fact that the purpose of education is to train individuals who are committed to scientific, social and ethical values and to train professional/manager/leader.

“... respecting the ethical values, producing solutions by using the multidisciplinary education and application experience and the problems faced in the field of tourism...” (Giresun University, Faculty of Tourism)

“... to train middle and senior managers who have developed communication, creativity and synthesis skills and respect social values...” (Pamukkale University, Faculty of Tourism)

In the study, the most common code in social service mission is in the category of pro-active economic development (n=26) and support to local economy and entrepreneurs (n=25). Under this category, the most important is the solution/support for regional tourism sector (n=11) and regional/social development codes. Examples of mission statements in terms of solution/support for regional tourism sector and regional/social development are as follows:

“... to contribute to the social and economic development of the region *sustainably* developing quality-oriented tourism activities in our region and to create new tourism potentials...” (Zonguldak Bülent Ecevit University, Karadeniz Ereğli Tourism Faculty)

“... to contribute to the social and economic development of the region by developing regional tourism activities...” (Gümüşhane University, Faculty of Tourism)

According to Table 3, the codes related to the research mission are mostly under the category of research dimension (n=23) and the category of quality and innovation. Under this category, the most frequent is the code of innovative research leading the sector (n=11) and entrepreneurial projects (n=4).

Some examples of sector-leading/innovative research and entrepreneurial projects are:

“... to produce sector-leading oriented projects academically...” (Ege University, Çeşme Tourism Faculty)

“... to develop original research and projects focused on results and social services on behalf of the tourism sector, region, country and the whole society...” (Selçuk University, Beyşehir Ali Akkanat Tourism Faculty)

In the study, secondly, coding analyses of the fourth-generation universities' success indicators summarized in table 2 via vision statements of 40 tourism faculties in Turkey was made. A two-stage study was conducted for the vision statement analysis as in the mission statements; the individual researchers re-united and evaluated the final code analysis together. The frequency distributions of themes, categories and codes related to vision statements of tourism faculties are shown in Table 4:

Table 4. Vision Statement Analysis of Tourism Faculties in Turkey

Mission	Theme	Category	Code	n	
Education (n=29)	International internal stakeholder (n=0)	Mobility	Student mobility	-	
			Teaching staff mobility	-	
	The aim and scope of the curriculum (n=29)	Quality and efficiency (n=26)	Internationalization (n=0)	Internationally preferred graduates	-
				Internationally preferred lecturers	-
			Needed/preferred by the sector	10	
			Highly qualified graduate	10	
			Ethics and social development	4	
			Lifelong learning	2	
			High employment of graduates	2	
			Continuous improvement based	2	
			Foreign language oriented	1	
			Quality management system	1	
			Student-centered	1	
			Variety (n=3)	Curriculum development	2
				Interdisciplinary programs	1
			Research (n=10)	Research dimension (n=8)	Quality and innovation (n=7)
Entrepreneur	3				
Qualified researcher (n=2)	Researcher training (n=1)	Pioneer in training qualified academic staff		1	
		Publication quality (n=2)		Qualified international publication	2
				Academic excellence (n=0)	-
Social Service (n=26)	Use of knowledge (n=2)	Knowledge and technology transfer (n=0)	-	-	
			Connections with stakeholders (n=2)	Collaborations with sectorial stakeholders	2
	Pro-active economic development (n=24)	Flexible structure (n=3)	Participating/sharing employee	3	
			Support to local economy and entrepreneurs (n=21)	Acceleration of competitive social development	9
				Pioneer in regional/social development	5
Creating added value	4				
Social responsibility awareness	3				

According to Table 4, it is seen that mostly education statements (n=29) took place in vision statements of the tourism faculties as in the mission statements. The statements about education were mostly focused on the achievements of graduates. In the visions of tourism faculties, it is stated that they aim at education programs which are preferred by the sector (n=10) and for the education of highly qualified graduates (n=10). However, it is also seen that quality (n=1), foreign language (n=1), student-oriented (n=1) and multi-disciplinary (n=1) goals are expressed the least frequently in educational programs.

Some examples of sector-preference and, in this sense, sector-oriented training and higher qualification are as follows:

“... to train qualified students preferred by the sector in tourism education and in parallel with the sector training...” (Eskişehir Osmangazi University, Faculty of Tourism)

“... training graduates who are able to keep up with the global competition and are open to innovations that the period requires.... (Adıyaman University, Faculty of Tourism)



Regarding social service mission (n=26), it is seen that tourism faculties mostly determine the acceleration in competitive social development (n=9) and being a pioneer in regional/social development (n=5). Faculties also have a vision of contributing to the society in the sense of social responsibility (n=3).

Some examples of the statements of tourism faculties in terms of social responsibility that show sensitivity to the environment and cultural values are as follows:

“... to be a world-class faculty with environmental awareness and leadership with the ability to change...” (Kastamonu University, Faculty of Tourism)

“... to educate students who respect historical, social and cultural values and love nature and living things...” (Kırklareli University, Faculty of Tourism)

“... to be a world university that presents our civilization to the contemporary world and contributes to world peace...” (İstanbul Medeniyet University, Faculty of Tourism)

It was found out that the tourism faculties had few visions related to the research mission (n=10). Under this mission, tourism faculties have relatively high visions of being innovative faculties (n=4).

Another finding acquired from the study model is that almost all of the tourism faculties use visionary statements to play a dominant role in a national or international sense. In this context, it can be mentioned that tourism faculties made references to the periodical and digital roles of the fourth generation university with visions as internationally recognized (n=12), model/pioneer/leading faculty (n=12), primarily preferred (n=5) and the world-class leader (n=3).

Discussion and Conclusion

In this study, mission and vision statements of 40 tourism faculties in Turkey (almost all) were evaluated in the context of the last period (fourth generation) university model. The increasing importance of the tourism sector for regional and national economies and the importance attached by the fourth generation university model to regional economic development more than the other models constitute the reason for selecting the model in the study. For this reason, the conceptual analysis of the model was conducted in detail together with the previous models in the study. The model is then compared with Salmi's (2009) world-class university model, a more general university achievement model; the components were adapted into themes and categories for the coding in the study.

According to the results of the study, in the mission and vision statements of tourism faculties, most of the emphasis was on the quality and effectiveness of the curriculum in terms of educational mission (as is seen from Arabacı & Şener, 2013; Cortés-Sánchez, 2017; Erdem, 2005; Hladchenko, 2013). This result is consistent with the study findings of Olcay et. al (2017) in which content analyses of missions about tourism departments.

In this study, it has been determined that tourism faculties give less place to the mission and vision statements related to social mission, which has become more important recently. While supporting the local tourism sector and the local socio-economic development in general by educational-research activities or pro-active means is quite important both in the context of the fourth generation university model and in terms of the unique structure of the tourism sector; this situation can be viewed as a negative situation for the tourism faculties in the country. This is seen as a significant long-term insufficiency in terms of tourism education and the sustainability of the economy in the study of Olcay et al. (2017). On the contrary, intensive cooperation between the sector and university is accepted as a vital gateway to the problem



of resource scarcity, which constitutes the most problematic area of higher education in the world (Johnstone, 2011).

The fewness of research-related statements in the mission and vision statements of tourism faculties can be explained by the recent history of postgraduate education in the country. However, this situation is viewed as an important troubling area that must be overcome for the development of the country, since postgraduate and even doctorate education in the country is lower than that of the developed countries (Günay, 2018). For this reason, tourism faculties are required to find urgent solutions by using their sectoral advantage regarding this problem in general.

Despite the emphasis of tourism faculties on educating qualified graduates, strategy deficiencies on internationalization and mobility are in contradiction with the transnational socio-economic structure of the tourism sector. Moreover, this situation is in contradiction with the progress of tourism faculties in digital transformation. In the study, lack of vision in components such as mobility, technology, foreign language, student focus, distance education and flexible structures in tourism faculties constitutes a remarkable paradox with the fact that tourism higher education in the world is becoming more digital (Balula, 2019). This situation, regardless of how much importance tourism faculties have lost their ties with the digitalizing sector and the quality of their graduates, may result in an unfavorable profile of graduates and researchers, which may cause a spiral of deep problems such as employment in the country.

Ultimately, as can be observed in the findings of the study, the absence of mission and vision for the protection of natural, historical and cultural values, which tourism itself is based on these values as a phenomenon, is rather a tough matter to explain. Tourism higher education institutions are expected to provide solutions to problems such as equality of opportunity, freedom, social cohesion and tolerance of differences, which are today's socio-economic troubling areas beyond these old problems from the industrial age. Tourism faculties, graduates, academicians and actors in the tourism sector have to offer pro-active solutions to the issues such as commodification, alienation, and isolation, and make contributions in local, regional, national and international senses.

Limitations of the study

This study has certain limitations. The analysis of mission and vision statements of tourism faculties in Turkey in the context of the fourth-generation university model was carried out under the 40 tourism faculties. More departments and programs can be included for more detailed-results while, on the other hand, both quantitative and qualitative measurement tools can be used together in these assessments. Most importantly, the inclusion of internal and external stakeholder views in the case assessments on this issue may be able to enrich the content of the study.

Another limitation of the study is that the evaluations of mission and vision statements are made on the axis of themes and categories extracted from a conceptual model. Nevertheless, despite the components on the model, the criteria of university achievement in local and international terms are very multiple and complex. In this sense, the extent to which being a fourth-generation university/faculty can meet social service mission and social responsibility requirements, or how such prescriptions accepted as the only roadmap in the world's mission and vision statements can have an impact on the performances of faculties can be offered as suggestions for future studies.

However, it should be kept in mind that local-regional oriented/supported steps are quite substantial for the success of tourism faculties at the global level since the digital age includes specificity that "not all truths are valid for all and everywhere".



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