

Inspiring Story:
Edward J. Hines

*Musician, Composer, Performer,
Music and Dance Teacher,
U.S. Fulbright Alumnus, 1985-1986*

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75 Years of FULBRIGHT
*Innovators
Trailblazers
Fulbrighters*



From the Executive Director

Dear Fulbright friends,

I hope this latest issue of our biannual newsletter finds you in good health and good spirits. With the pandemic now reaching the two year mark, we at the Commission continue in our efforts to conduct business-as-usual, as you'll see in the following pages. This newsletter features our various regular highlights, such as news from the Commission and stories from our current grantees—both Turkish Fulbrighters in the US and American Fulbrighters in Turkey. I think you'll also really enjoy reading this issue's Inspiring Story, an interview with our 1985-86 researcher alumnus, the American composer Edward Hines, who, during his grant year in Turkey studied composition and ethnomusicology with Ahmet Adnan Saygun. We're also happy to share with you in this issue news of our recent workshop on Internationalization in Higher Education in Turkey and the US. The online workshop was organized in cooperation with the Izmir Institute of Technology, whom I'd like to thank for their help. These workshops on different aspects of Internationalization in education have become an established Fulbright event here in Turkey, aimed at ensuring that attention on this critical issue remains high. This year we again brought together representatives from critical government agencies, academicians, and international education practitioners. Participants discussed important issues such as the role of refugees, and explored ways of coping with problems such as maintaining quality and promoting greater mutuality.

As friends and alumni of Fulbright, you are probably already aware that this year marked the 75th anniversary of the start of the Fulbright program. In honor of this milestone, a number of events were held in Washington DC, including a gala concert at the Kennedy Center, and Commissions around the world marked the occasion in a variety of ways. At the Turkish Commission we've been celebrating the anniversary through our regular Impact posts and themes on our social media sites, which I encourage you to follow!

All of us at the Commission would like to wish you and your loved ones a safe and happy holiday season, and we look forward to seeing you in 2022.

Best,

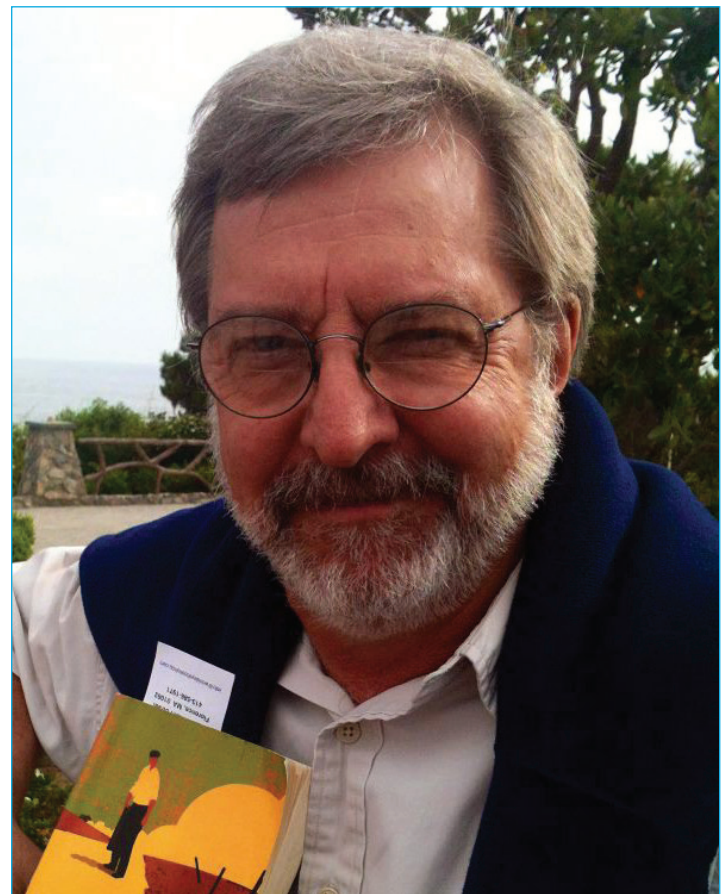


Prof. Ersel Aydinli

An Inspiring Story

A 1985-1986 U.S. Fulbright researcher alumnus, Edward Hines is a multi-talented musician, composer, music and dance teacher, performer and writer. After he was introduced to various forms of Turkish music in college, and became intrigued by the “makam” system, he decided to apply for a Fulbright grant and come to Turkey to study with Adnan Saygun. He spent a wonderful year in Istanbul, studying, learning, writing music, exploring the city and various parts of Turkey, and loving the whole experience. What's more impressive is the impact this grant period had on his future, how it opened doors, led to opportunities he loved pursuing, and shaped a career.

To learn about his adventures and enjoy his storytelling, please go to [page 13-17](#)



News from the Commission

Visit from the U.S. Embassy in Ankara

The past months brought only slight changes to the Commission's work, but didn't allow for many in-person activities.

The only times we had visitors to our offices were when we welcomed the U.S. Embassy and Consulate Officials.



Pictured right (L-R): Mr. Robert Hilton, Counselor for Public Affairs, and the Cultural Affairs Officer at the U.S. Embassy, Ms. Gabrielle M. Price with Prof. Ersel Aydınli at the Ankara Office on September 20, 2021.

Visits from the U.S. Consulate General in Istanbul

On September 17, Public Affairs Officer Ms. Allison Lee and Mr. Onur Dizdar, responsible for Turkish alumni of U.S. Colleges at the U.S. Consulate General Istanbul, visited the Istanbul Office. The discussion centered on opportunities of cooperation.

Consul General Ms. Daria Darnell and Deputy Chief of Mission Mr. Scott Oudkirk visited the Istanbul office on October 8, 2021 to talk about both Fulbright grants and EducationUSA activities.

Pictured below left: Mr. Onur Dizdar on the left, Ms. Allison Lee on the right

Pictured below right: Ms. Serin Alpokay Taş; Ms. Daria Darnel, CG; Ms. Betti Delevi; Mr. Scott Oudkirk, DCM



Republic Day Celebration

The whole staff came together to chat and share news and personal experiences in

the monthly Staff Meeting, this time also to celebrate the 98th year of the Republic.



Internationalization Workshop

The Commission hosted a virtual workshop titled **“Fostering Productive Internationalization of Higher Education in Turkey: Current Challenges and Prospects”** on December 6, 2021, the fourth such event focusing on internationalization, and specifically, mobility. The event was co-hosted by the İzmir Institute of Technology, which provided the technical platform.

the rector of the host university, Prof. Yusuf Baran, the policies and strategies on the internationalization of Turkish Higher Education as set forth by the most important national agencies were presented by Mr. Mustafa Efe, the Head of the International Relations Department at the Council of Higher Education; Mr. Hür Güldü, the Higher Education Coordinator at the Turkish National Agency; and Mr. Ahmet Atabaş, the Head of International Students Department at Turks Abroad and Related Communities.

 Türkiye’de Yükseköğrenimin Uluslararasılaşmasının Güçlendirilmesi: Mevcut Zorluklar ve Beklentiler		
Açılış 10.00		6 Aralık 2021 Pazaritesi
Prof. Dr. Ersel Aydınli Türkiye Fulbright Komisyonu, Genel Sekreter	10.30-11.30 Öğrenci Hareketliliğinde Türk Düzenleyici Kurumların Politika, Strateji ve Uygulamaları	Oturumlar
Prof. Dr. Yusuf Baran İzmir Yüksek Teknoloji Enstitüsü, Rektör	11.30-13.00 Uluslararası Öğrenci Hareketliliği: Küresel Eğilimler ve Bölgesel Çekim Merkezleri	13.00-14.30 ARA
Kayıt için kurum ve iletişim bilgilerinizi fulb-ist@fulbright.org.tr adresine iletiniz.	14.30-16.00 Uluslararası Ofis ve Uluslararası Öğrenci Deneyimleri	16.00-17.15 Student Mobility Between USA and Turkey
17.15-18.15 Yükseköğretim Uluslararasılaşmasına Yenilikçi Yaklaşımlar ve Gelecek Öngörüler	18.15-18.45 Kapanış – Değerlendirme	

After the opening speeches by the Executive Director, Prof. Ersel Aydınli and



Pictured:

View from the 1st Panel. Top Row: Prof. Ersel Aydınli, Mr. Mustafa Efe

Bottom Row: Mr. Ahmet Atabaş, Mr. Hür Güldü, Prof. Yusuf Baran

News from the Commission

The next panel was titled “*International Student Mobility: Global Trends and Regional Hubs*”, moderated by Prof. Yaşar Kondakçı. Dr. Yakup Öz talked about Trends and Patterns in Student Mobility; Prof Yaşar Kondakçı, about Regional Hubs; and Research Assistant Sevgi Kaya Kaşıkçı, about International Migration and Student Mobility, a very current topic.

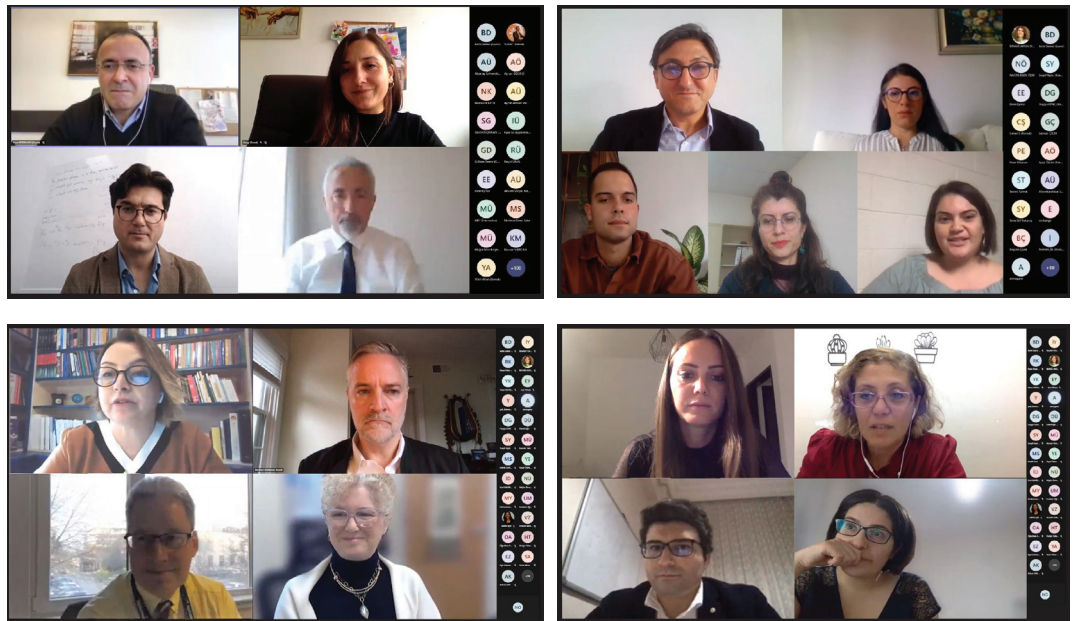
After a break, Dr. İbrahim Yorgun moderated a panel discussion on the experiences of International Offices and

international students at universities, focusing on cultural adaptation, satisfaction, various challenges encountered, possible solutions and best practices.

The following session, moderated and introduced by Assoc. Prof. Armağan Erdoğan and conducted in English, featured student mobility between the U.S.A. and Turkey. Assoc. Prof. Bernhard Streitwieser gave the U.S. Perspective on Student Mobility and Recent Trends,

while Sally Crimmins Villela, Associate Vice Chancellor for Global Affairs at SUNY, presented the numerous joint programs between SUNY and Turkish universities.

The last session was moderated by Assoc. Prof. Başak Sürmeli Eraltuğ and focused on the future of Internationalization. Dr. Betül Şahin talked about *Internationalization at Home*; Dr. Merve Zayim Kurtay, about *Digital Internationalization*; and Dr. Hakan Ergin, about the *Future of Internationalization*.



Pictured right: Pictures from the four sessions

Pictured below: Roundtable discussion with all five session moderators



The event was concluded by Prof. Ersel Aydın, in a roundtable discussion where all five session moderators contributed to the outcome of the event with their important notes and takeaways.

The event was open to all Turkish university international office administrators and staff, as well as academicians working in the field. In all, 110 participants - academics, researchers and international office staff from 72 different universities, Turkish Regulatory Organizations, and the US Embassy at Ankara were present during the event, to watch the presentations and contribute to the discussions.



Staff Transitions

This fall we bade goodbye to some members of our staff, thanking them for their contributions to the various programs they worked for.

Ms. Mevlüde Bakır concluded a successful career at the Turkish Fulbright Commission, which she joined in 1998, as Education Adviser in the Istanbul Office, moving on to Ankara as the American Programs Officer, and then switching back to Advising Coordinator for the past few years.

Ms. Nazlı Bulgurluoğlu began as the Turkish Programs Assistant in 2015, becoming Advising Coordinator, and then the American Programs Officer, mastering all three departments in her six years at the Commission.

Mr. Tarık Tansu Yiğit, Educational and Placement Advisor; and Ms. Berrak Yıldırım Çelik, Program Assistant also left our Commission. We thank all our colleagues for their valuable work, and

wish them success in their future prospects.

One newcomer is Ms. Ayşe Kevser Arslan, taking on the position of Educational and Placement Adviser. She has completed double majors of Media and Visual Arts & English Language and Comparative Literature at Koç University, and an M.A. in English at Arizona State University as the recipient of a Fulbright grant. Also, Mr. Atılay Özkaynak has switched from part time to full time employment.

*Pictured left:
Saying goodbye to Nazlı Bulgurluoğlu and Mevlüde Bakır (3rd and 4th on the left)*



*Pictured right:
Saying goodbye to Tarık Tansu Yiğit, with İmge Su Karakuş, Duygu Kimençe, Gizem Gür, and Berrak Yıldırım (from left to right)*

*Pictured left:
Saying goodbye to Berrak Yıldırım Çelik, 3rd on the left*



*Pictured right:
Our newcomer, Ayşe Kevser Arslan*

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Fulbright Alumni Association Events

Fulbright Alumni Association board members Faruk Aktay, Aygün Çatak, and Prof. Dr. Zuhul Ulusoy met with U.S. Istanbul Consulate General Cultural Attaché David Panetti and Public Affairs Officer Allison J. Lee on August 26, to discuss future partnerships and possible events and exchanged ideas to work on with the synergy of the alumni community.

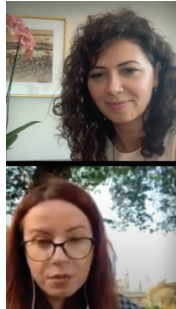
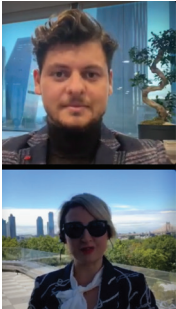
Board members came together after the general assembly on September 18 where Faruk Aktay was reelected as the president of the association, and Dr. Ümit Yazman and Özlem Özyiğit became vice presidents for the 2021-2024 period. We wish success to the Board of Directors of the Association in its new term.

Fulbright Alumni Association members attended the Istanbul premiere of the Golden Orange-nominated documentary "Leave the Door Open" hosted by Consul General Daria Darnell on October 20. We would like to give our special thanks to Daria Darnell for

her hospitality and our commendations to Ümran Safter, the director of the film that explores the lives of Ahmet Ertegün and Nesuhi Ertegün, founders of Atlantic Records and sons of the Turkish Ambassador to the United States Münir Ertegün.



And finally, the board members of the Fulbright Alumni Association paid a visit to our Commission's Ankara Office on December 4, to meet with our Executive Director Prof. Ersel Aydınli and the Commission staff. The group was then joined by our alumni in Ankara.



The Fulbright Alumni Association organized a series of live broadcast sessions with several alumni on different topics, from documentaries to global education. The first broadcast took place on September 24 when the director of globally awarded documentaries, Burak Bekircan met with another Fulbright alumna Dr. Işıl Acehan, who joined from the Turkish House in New York, and talked about the documentary "Ottoman

America" produced with the contribution of Dr. Işıl Acehan.

The second session was hosted by Aygün Çatak, a Fulbright FLTA alumna who specializes on teacher education, and featured another Fulbright FLTA graduate Hilal Polat, who was chosen for the "Global teacher Award" in 2021. The program was broadcast live from Brighton on October 22.

Ayşegül Çerçi Gets Promoted

The president of the Hubert H. Humphrey Alumni Association, Ms. Ayşegül Çerçi, who went to Rutgers, The State University of New Jersey, to study and carry out research on investment banking during her grant period, has recently been promoted to the position of Director, Development Cooperation and Wholesale Banking at the Development and Investment Bank of Turkey.



Nisan Dağ Receives Two Awards

A screenwriter, film director, and producer, Ms. Dağ received **Best Director** and **Best Screenplay** awards in the 28th International Adana Golden Boll Film Festival which took place on September 13-19, with her latest film titled *When I'm Done Dying* (Bir Nefes Daha).



Asst. Prof. H. Tolga Bölükbaşı's Book Gets Published



2015-2016 Senior Scholar Alumnus Assist. Prof. H. Tolga Bölükbaşı, from the Department of Political Science and Public Administration at Bilkent University, has recently published a book titled "*Euro-Austerity and Welfare States*". The book analyzes the political economy of welfare state reform during the 1990s, and shows how Europe's welfare states survived pressures from the Economic and

Monetary Union. Throughout the book, Dr. Bölükbaşı draws lessons for scholars and policy practitioners, shedding important light on the second wave of Euro-austerity which set in after the Great Recession of 2008.

The book has been critically acclaimed by leading scholars such as Kevin Featherstone (London School of Economics), Jane Jenson (Université de Montreal), Philippe Pochet (European Trade Union Institute), Claudio Radaelli (European University Institute) and Vivien A. Schmidt (Boston University), whose ideas inform key policy decisions in Europe and beyond.

Article Published by Samantha Friedman

Samantha Friedman's article titled "*Residential segregation by educational status in Turkey: 2013: Examining the association with political preferences*", based on her work during her grant period as 2014-2015 Fulbright U.S. Scholar Research Fellowship alumna, has been published online in the Q1 journal *Population, Space, and Place*. She uses

the data on Turkey from the 2013 Address-Population Based Registry, the 2011 Census of Population and Housing and Voting Archives maintained by the Supreme Election Council to examine residential segregation by educational status across the nation's 81 provinces and finds that the segregation between groups at the ends of the educational distribution is the highest.



Hilal Polat Receives Two International Awards

Our 2018-2019 FLTA Alumna Hilal Polat, who is currently teaching English at Istanbul Küçükçekmece ISE Vocational and Technical Anatolian High School, has received the Chevening Scholarship as well as the Global Teacher Award.

The Chevening scholarship will enable Ms. Polat to pursue a Master's in International Education and Development at the University of Sussex.

Given by AKS Education, based in India, the Global Teacher Award is a prestigious award given to outstanding teachers who contribute to their profession and actively try to reach all corners of the world. We commend our alumna for her continuing success.



Prof. Mine Özyurt Kılıç Takes Part in Organising an International Conference at Oxford University



Our 2016-2017 Senior Scholar alumna Prof. Mine Özyurt Kılıç took part in organizing the third biennial conference of the Oxford Empathy Program, held on November 11-12. The conference was founded in 2015 by Sir Muir Gray and Dr. Jeremy Howick.

Led by internationally renowned speakers, **Empathy in Healthcare: 3rd Biennial Colloquium** gave its attendees the opportunity to learn about cutting-edge research related to empathy and to

interact both with like-minded people and international leaders in the field.

Ms. Kılıç, who was a part of the organizing committee, also gave a presentation titled "Empathy Through Literature." She explained how literature might guide people to learn other people's lives, looking at life through different perspectives, and thus expand the capacity of understanding and compassion.

Distinguished Prof. Emeritus Fikret Yegül Gives a Seminar on Roman Architecture and Urbanism

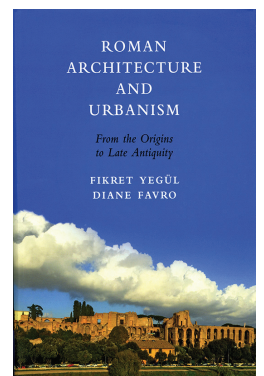


On November 3, our 1964-1965 Master's Program Alumnus Fikret K. Yegül, Distinguished Professor emeritus at University of California, Santa Barbara gave a seminar together with co-author Diane Favro (Distinguished Research Professor, University of California, Los Angeles). They described the process of writing their book

titled "*Roman Architecture and Urbanism*", the winner of the 2020 PROSE Award for Excellence, saying that it is in a way a complementary book and an architect's approach to Roman Archaeology, appealing not only to academic fields but also to readers interested in the classical world, the history of architecture and urban design.

Always fascinated by Roman Architecture, Prof. Fikret Yegül is an architectural historian specializing in Roman art and architecture. He has been working on the Sardis Archaeological Expedition. Some of his well-known books include *The Roman Bath Gymnasium Complex at Sardis* (1986); *Gentlemen of Instinct and*

Breeding: Architecture at the American Academy in Rome, 1894-1940 (1991); and Society of Architectural Historians' Alice Davis Hitchcock Prize winner *Baths and Bathing in Classical Antiquity* (1994). Prof. Yegül is currently working on the Temple of Artemis at Sardis focusing on a real-time digital modeling of the monument, and editing his book on the monument for students, young academics and interested readers.



Meltem Şahin's Latest Solo Exhibition



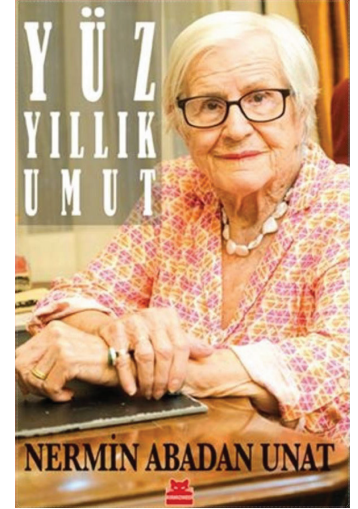
Our 2014-2015 Master's Alumna Meltem Şahin's 3rd solo exhibition in Turkey, *Birinin Acısı Öbürüne Geçmiyor*, which focuses on Birhan Keskin and Aslı Serin's book titled *Anıt Savaş* on femicide, was held at Kiraathane Istanbul Literature House between June 25 and August 6.

An artist and designer, Ms. Şahin studied in MICA as a Fulbright Master's grantee. In 2017, she curated Turkey's first augmented reality exhibition named PMS, consisting of female artists. Her animations have been shown in six different countries. In June, her works were exhibited in four different virtual exhibitions and in Tokyo as part of the Wrong Biennale.

Nermin Abadan-Unat Celebrates her 100th Birthday

Our 1952-1953 alumna Nermin Abadan-Unat celebrated her 100th birthday on September 18th.

Born in Vienna in 1921, lawyer, journalist, sociologist, academic and political scientist Prof. Nermin Abadan-Unat completed her graduate studies as a Fulbright grantee at the University of Minnesota. She is one of the pioneers contributing to the formation of communications sciences in Turkey with her valuable work on an international scale in migration, public opinion and women's studies. Her new book, "*Yüz Yıllık Umut*", has recently been published.



Jayson Browder Receives Award

Jayson William Browder, our 2013-2014 ETA grantee from Fordham University to Bayburt University was awarded the Middle East Policy Council's 40 Under 40 Award.

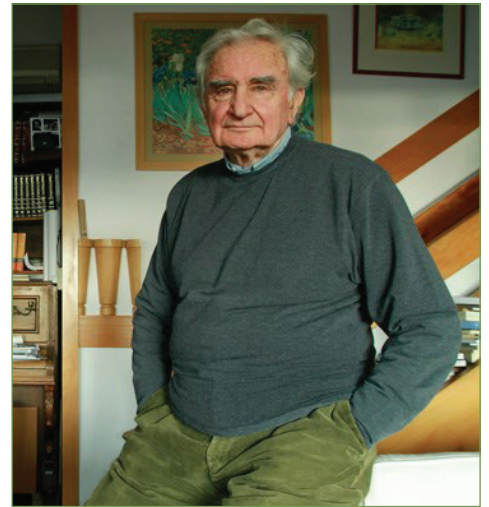
The 40 Under 40 Awards recognize the breadth of cultural, economic, and political relationships between the United States and countries of the Middle East, with awardees from a variety of professional backgrounds including academia, business, culture, and diplomacy.



Prof. Y. Doğan Kuban

After graduating from the Department of Architecture at Istanbul Technical University (ITU) in 1949, Doğan Kuban went to Italy to study Renaissance Architecture. In 1962, while teaching at Istanbul Technical University, Dr. Kuban received a Fulbright Research Fellowship and went to Michigan University. Between 1964 and 1979, he was a Harvard research fellow at Dumbarton Oaks. Kuban became a professor in 1965, and served as Dean of the Faculty of Architecture at ITU between 1974 and 1977. He founded the Institute of Architectural History and Restoration in 1974, and served as its director. He is the author of over 70

acclaimed books, including *Ottoman's Istanbul* (2013), *Domes: A Journey Through European Architectural History* (Istanbul, 2012), *Sinan's Art and Selimiye* (Istanbul, 2011), *Istanbul: An Urban History* (Istanbul, 2011), *Ottoman Architecture* (Istanbul, 2010), *Ottoman Palaces* (Istanbul, 2010), *The Miracle Of Divriği: An Essay on the Art of Islamic Ornamentation In Seljuk Times* (Istanbul, 2001), and *Vanished Urban Visions: Wooden Palaces of the Ottomans* (Istanbul, 2001). He also published numerous articles on Turkish, Islamic and Anatolian Architecture and Arts. He passed away on September 22, 2021.



Dianne Vance Sanchez

Raised in Big Bear Lake California, Dianne graduated from Cal State Fullerton, after which she started her teaching career in North Lake Tahoe, and then moved on to Park City, Utah.

She was a committed master teacher who helped her students succeed, mentored her colleagues, was involved in the teachers' union, and was inspiring as a high school tennis coach. Dianne also spent several summers teaching at the prestigious Phillips Academy in Andover, MA.

In 2002-03, Dianne was chosen by the

Fulbright Association to teach math for a year in TED Ankara High School in Ankara, Turkey. She learned Turkish before she departed, adding to her fluency in several other languages. She also chaperoned student trips to Mexico and China.

Family, friends, colleagues, students and parents describe Dianne as vibrant, sunny, exuberant, unique, a loyal friend, an inspired teacher, a determined woman, religious, and always ready to learn new things and to go on adventures.

She passed away on May 15, 2021.



Prof. Duygun Yarsuvat

Duygun Yarsuvat studied Law at Istanbul University after graduating from the prestigious Galatasaray High School, and earned his LL.M. in comparative law (Criminal Law and Criminology) at Columbia University, where he went on a Fulbright scholarship in 1966-67. He taught criminal law, penal labor law and media law first at the University of Istanbul's School of Law and School of Political Sciences, where he became a professor in 1978, and then at the law faculties of Galatasaray, Marmara, Bilgi, and Yeditepe Universities.

From 2004 to 2008, he served as the Rector of Galatasaray University, after serving as the Dean of the Law School for four years. Between 2006 and 2010 he served as the

Chairman of the Association of Turkish Criminal Law, and also represented Turkey at the Association of International Criminal Law.

In his private practice, he was a sought-after defense attorney in cases dealing with capital markets, cross-border transactions, and banking. For three consecutive terms he served as the Chairman of the Galatasaray Alumni Association, and also chaired the Galatasaray Club's Board of Trustees. In 2014 – 2015, he was elected as the president of Galatasaray Sports Club. He wrote numerous academic books and articles in Turkish, English, and French. He passed away on September 10, 2021.



Prof. Hatice Altan Kodanaz

A graduate of Istanbul University, Prof. Hatice Altan Kodanaz went to the U.S. in 1957 as a Fulbright student grantee, receiving her Master's in psychology from the University of Kansas. She completed her Ph.D. in clinical neuroscience and established a first-of-its-kind clinical services department at Ankara University Medical Center. She returned to the US in 1974 and took a position at the UKMC

Neurology Department, becoming a national authority in the evaluation of memory loss and head injury cases, and was an instrumental staff member in the establishment of the first pain and headache clinic in the US, performing extensive research on migraine prophylaxis.

She passed away on October 17, 2021.

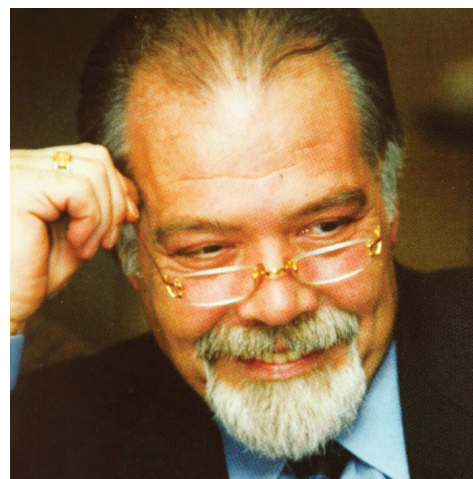


Prof. Engin Özgen

Engin Özgen studied architecture at Istanbul University and won a Fulbright grant in 1974-75 to do his Ph.D. at the University of Pennsylvania. He came back to teach at Hacettepe University, where he stayed until 2007, when he retired. He wrote a wealth of articles on the many excavations he participated in, and

especially the famous excavations at Oylum Höyük, which he headed. He also served as the General Manager of Monuments and Museums between 1992 and 1996.

He passed away on September 1, 2021.



Prof. Petr Zuman

Born and raised in Prague, Petr Zuman, while working in a Prague laboratory for the Research Institute of the Sugar Industry and busy writing three papers on the alkaline cleavage of sucrose, was sent to a concentration camp in 1944. Fortunately, he was liberated from the camp on May 6, 1945, returned to Prague, and enrolled at Charles University. Upon graduation, in early 1948, he joined the research group of Jaroslav Heyrovský, who would go on to win the Nobel prize in chemistry in 1959. He received his Ph.D. in 1950. He was one of the first researchers in the newly created Central Polarographic Institute in Prague and within a few years he was appointed Head of the Organic Polarography Division. In 1960, Petr was awarded the Doctor of Science degree by the Czechoslovak Academy of Sciences.

Following the 1967 political upheaval in Czechoslovakia, Zuman obtained an appointment as a research fellow at the University of Birmingham in England. In 1970 he accepted a position in the Chemistry Department at Clarkson University in Potsdam, New York, where he remained until his retirement.

In 1998-99, he came to Gazi University in Ankara, as a Fulbright Senior Lecturer. Post-retirement, Zuman was an Emeritus Professor at Clarkson and continued to contribute to the chemistry department until his death on June 24, 2021.

He won numerous awards, including the prestigious 1975 Benedetti-Pichler award given annually by the American Microchemical Society, as well as numerous



visiting professorships at institutions around the world. He was a prolific author with well over 400+ papers and 15 books published, many considered classics in electrochemical analysis.

An Inspiring Story

Edward J. Hines

Edward Hines is a musician, composer, singer, player of many instruments, music and dance teacher, writer, performer, a Fulbright Researcher alumnus of 1985-86, and many things more. He is full of enthusiasm and joy for life, music, and interacting with people, so the interview is a joyous experience as well!

He greets me with an oriental melody played on an instrument of his own invention, the American Oud – a hybrid between a Middle Eastern oud and a western classical guitar – and he explains why he cannot play it as well as he ought to, as well as commenting on many other aspects of his career that have been impacted by his Fulbright year in Turkey.

Edward Hines: I haven't played my Oud for about two years, and for these reasons: My wife Sheila was diagnosed with breast cancer two years ago, and I suddenly learned how to be a care-giver. Cancer changed my wife and it changed me. Thank God, she recovered, she's now happy and healthy. During that period, I had to put something aside. Then came Covid. So, for the past two years, this instrument has been sleeping, and it's been only a couple of weeks that I have been playing it again. So, this is my American Oud.



Thank you for that wonderful introduction.

You know, it has everything to do with my Fulbright experience.

The Fulbright Program always makes an impression on its grantees – but your experience seems to have had a great impact on your career. How did that happen?

There are a number of reasons for that.

I've been to several colleges in my life. The first one I went to was a conservatory in Hartford, Connecticut, called the Hartt School of Music. At that school, I learned the art of writing music, the art

of music composition. My teachers were very fond of Bela Bartók and Paul Hindemith, both of whom had a very significant impact on Turkish music education. I stayed there for two years. Then I played popular music, and you can tell from my biography that popular music is part of what I do. When I went back to school in 1979, I went to Bennington College in Vermont. Bennington was wonderful, it was where I could write music that would be played right away. So, I heard much of my own music, both good and bad. In those days that was very unusual.

While I was a student at Bennington, I met a Turkish woman, Asli, and she introduced me to all forms of Turkish music. I learned about Turkish "halk" (folk) music, classic Turkish music, and I learned about Adnan Saygun. When I heard the "makam" system of Turkish classical music for the first time, I said, "Wow, there are sounds in that music that we don't have in the West." Then I heard another piece, and again I said "Wow, there's that sound again." It made me very curious about why the music sounded the way it did. At that time, I was studying to be a writer. And every writer is confronted with the issue of finding his or her own voice. "What do I want to sound like? Who am I as a writer that will set me apart from everybody else?" So that was what led me to want to study more of the "makam" system.

Pictured left Edward J Hines, 1960

Pictured right Edward J. Hines (right) with his pop music group members, 1972



When did you decide to apply for a Fulbright Scholarship and come to Turkey?

After I graduated, I applied for the Fulbright. You needed to first go through the U.S. Commission and get accepted, and then you had to be accepted by the destination country. I sent samples of my music to Adnan Saygun, and he looked at them and said he would work with me. What I was writing was in the western classical style that he was also writing in. It was consistent with what he was doing. I was very lucky. When I arrived in Turkey all my friends in the Fulbright Commission – the Executive Director, Hüsnü Ersoy, and Istanbul Office Director Süreyya Ersoy were very supportive. For me, it was the journey to find “my voice” and develop as a writer, and that’s why I’ve been doing this for all these years.

Now let me tell you another story. One day I was in the British Consulate library reading through music journals. I came across an article about the Greek origins of the Turkish makam system, the Arabic maqam system, and the western modal system of the Church modes. I said to myself, “Wow, Turkish, Arabic, and western classical music all come from the Pythagoreans,” and that revelation set me for life. My journey for the past thirty-five years has been bringing those three traditions together into my music. I don’t think anybody else is doing this. Another reason why I do what I do. My Fulbright year was a life-altering experience and everything changed after that.

Could you talk about your grant period, what you did, how it affected you, what you learned? Can you talk about the people you met, the places you visited? Was it a fruitful year? Were you able to achieve what you wanted to?

I was affiliated with the Istanbul Technical University (I.T.U.)-Turkish Music State Conservatory; I was accepted as an independent researcher. Adnan Saygun and I went to the

Pictured below: Edward J Hines on the Black Sea journey to the Fulbright Convention in Rize, Spring, 1986



"I loved Istanbul. I loved going to the “bakkal” and getting what we needed for that day. I loved getting a loaf of bread in the morning... My Turkish was terrible but everyone tried to understand me."



Pictured: Edward J. Hines enjoying the Bosphorus

conservatory to check that everything was in good order. I would go and listen to the rehearsals of the Turkish State Classical Chorus every day, from December until about April. I was living in Teşvikiye, and I would go from Teşvikiye to Taksim, and then to AKM (Atatürk Cultural Center), listen to the rehearsals and take notes. Once a week, I would take the bus to Adnan Bey’s home and we would talk about what I was learning. It’s very important to say that I had lots of goals and ambitions but without the help of others, I would not have realized any of them. Adnan Bey was of course the greatest help; my ex-wife Aslı and her family were also very helpful. Nevzat Atlıg, who was the director of the chorus, helped me so much as well as several chorus members like İrfan Doğrusöz and an oud player named Serhan Aytan. Serhan Aytan was a student at the conservatory and helped me a lot in understanding the whole makam system. I could not have done it without their help. I was also able to meet the conductor Hikmet Şimşek, he too showed an interest in what I was trying to do. Of course, there were people who looked at me skeptically, asking what I was doing there!

While in Turkey, I did write music, a lot of music – and much of it not very good. Only one piece was good, and I lost it in transit while going back to the USA in 1986. In 1990, I wrote to Süreyya Ersoy and asked, “By any chance, did you keep a copy of that score in my records?” and he did! He sent me a copy for which I will always be grateful.

Aslı and I did some travelling while we were there. We went to Ephesus, which was very inspiring, Bodrum – of course, one has to go to Bodrum – Ankara, several times, and the Fulbright conference in Rize. To get to Rize, we took a boat along the Black Sea coast, and it was great. All those things inspired me.

Could you talk about your teaching? How it began and developed?

When we got back to the U.S. in 1986, I had to find work. As you may know, you don't make money writing classical music, so I decided to become a teacher. I went right back to school and got my license to teach. In 1988, Asli was accepted as a Ph.D. student at UMass and I was hired to teach children in western Massachusetts.

That is another thing that changed my life, because as a teacher I learned how to communicate clearly. When you talk to children, you have to get right to the point. Everything I learned about the world, about Turkey, about Europe, about dance, about "aksak," about Adnan Saygun... I brought all of those things into my classroom, and passed them on to my students.

I had a great teaching career. I'm fundamentally a happy guy, I was a happy kid, and still am. I love play. So, it was easy for me to teach children. I love to make them laugh and I love singing. I brought all my Fulbright experience into the classroom, and I believe I was hired because of it. At my first interview, the supervisor looked at my resume and decided he wanted me right away. Teaching was great. I was given a lot of freedom in the classroom to teach what I thought was important.



Pictured: Edward J. Hines playing Turkish children's song Ali Baba'nın Çiftliği

Which age group did you teach?

I taught young children from the ages of three to up to twelve, in elementary school. However, because of my experience with Fulbright, I was invited to do workshops for middle school, for high school, for college. I was also invited to do professional teacher workshops on how to teach music from Turkey and other Middle Eastern countries. That was my whole career. I led workshops in Massachusetts, Texas, New York State, Connecticut, Rhode Island, teaching teachers about Middle Eastern music and dance. I came up with a book in 2006, called *A Teacher's Guide to Middle Eastern Songs and Dances for Children*, and I was able to use it in my workshops. It was very successful; the book is still selling.

What have you been doing since you retired from teaching?

I am a very lucky guy! I enjoy what I do. I need to be busy; I like projects, I try to do music every morning. If I'm not doing music projects, then I'm working on my home. My wife Sheila and I have

a beautiful home in western Massachusetts. Our home used to be a parsonage, a home for a minister, from 1823 to 1923. So, like any old house, it needs a lot of work. My grandmother bought this house in 1965 and lived here until 1990, when I moved in. I enjoy learning about the history of the house and sharing it with the people of our town. The town has only about 800 people. We feel very lucky to be living here.

How did you first get interested in music? Was it in your family? Were there people who inspired you?

My mother and father listened to a lot of music. My father used to say he played the trumpet, and my mother loved to sing, she had a beautiful voice. They encouraged me to listen to a lot of different kinds of music. My father worked two jobs; my mother was raising five children. It was a big family, in a small house. When I was about three or four years old, they came home with a record player, and a stack of records, which were 78 rpm records. I listened to all kinds of music as a child, and loved it all, popular music, orchestral music, American folk music – which my family really enjoyed. I was influenced by all these genres early on, and I have carried them through life.

You were interested in many genres in your career – so did you start off with folk music in your teens? How did your career develop?

When I was about eight years old, in 1960, we had a discussion at home about my playing a musical instrument. I wanted one. My mother's brother came over, and we decided that I would play the clarinet. Everyone was very encouraging. My teacher asked me to play in front of people all the time and even conduct, he was very supportive. I played in music festivals, in front of groups of people – so I had every reason to pursue my love of music. I began playing folk music in the mid-60s, with a friend at middle school who played the guitar. My uncle had given us a folk guitar and we started teaching each other different songs. By the time I was fifteen, I was making money singing and playing. When you make money doing something, then you have a good reason to continue. During that period from middle school to high school, when I was playing folk guitar, I was also playing the clarinet and then the oboe in the school band; I was singing in a chorus, and I was performing in school plays. I was very active and very happy, doing what I loved doing and making money on the side.

Then came my college years.

When I was in the conservatory, I knew that I wanted to be a composer. In fact, I knew I wanted to be a composer in the classical style when I was sixteen. I also knew that I was never going to make a living at it. So, I had to make a decision on how I was going to survive. I came up with a grand plan – succeed in popular music, and use that to support my classical writing.

I left the conservatory after two years, and joined a pop music group. From 1972 until the end of the 70s, we tried to get a recording contract, to get into the music business. We came very close, but never got there. Years later, I thought to myself, "İşte öyle!" ("That is what is meant to be"), because I was never really cut out to be in show business. Successful musicians have to play in concerts all the time, and they have to be on the road full time. It was not meant to be, and I wouldn't have been happy doing it.



Commissioned by the Post-Haste Reed Duo

HOMMAGE

Bartok et Saygun en Turquie: 1936
Chanson de Hatice Deklioğlu



Music for Saxophone and Bassoon

Edward J Hines

www.hinesmusic.com

I believe everything that has happened to me in the past has happened for a reason. My love of modal music, Turkish, Arabic, and church music are all interrelated. When we were in Istanbul, we visited the Greek Patriarchate, the home of the head of the Eastern Orthodox Church. Then, years later, I went to visit my mother's aunt, who lived in Pennsylvania. While talking to her I realized that my mother's ancestors came from what is now the border between Slovakia and Ukraine, in the Carpathian Mountains, where they were known as Ruthenians, followers of the Eastern Orthodox Church. I never realized this part of my history until I visited this 90-year-old great aunt. Then I thought to myself that maybe I was hardwired to like Eastern sounds and perhaps that's why I was inspired to work with modal music.

You co-founded the folk music group Anatolia – could you talk about this? And also your many compositions – where did you perform, what was the reach of your music?

In 1994, I was invited to do a summer workshop in Middle Eastern music and dance at Amherst College. Part of the contract said I had to do a live performance. At that time, I did not play any Turkish instruments. I met a Turkish "saz" player named Taner Okatan, and a Kanun player, Ayla Clark, and invited them to the workshop. I also gave myself a quick lesson on how to play the oud. We did the workshop; we did our performance – which was awful! But that's how Anatolia started. By the fall of that year, we had invited a Palestinian drummer to join the group, and that's when we started playing combinations of Turkish and Arabic traditional music, pop music and dance music. We had

"Everything I learned about the world, about Turkey, about Europe, about dance, about "aksak", about Adnan Saygun... I brought all of those things into my classroom, and passed them on to my students. "

great success. I taught myself how to play "baglama," "divan sazi," "zurna," "cura," and even how to play the drums. At the same time, I was also playing the clarinet and bassoon in the group. But I was a music teacher – you have to be able to do that. We played lots and lots of concerts in the local area, from 1994 until the band broke up in 2003. We were invited to Singapore to do a week-long series of lectures, workshops, and a concert; we also played in London. Anatolia was consistent with my Fulbright experience. It was great, I was working as a teacher during the day, and I was performing with Anatolia at night, weekends and holidays.

And at the same time, you wrote music, wrote books, and guides.

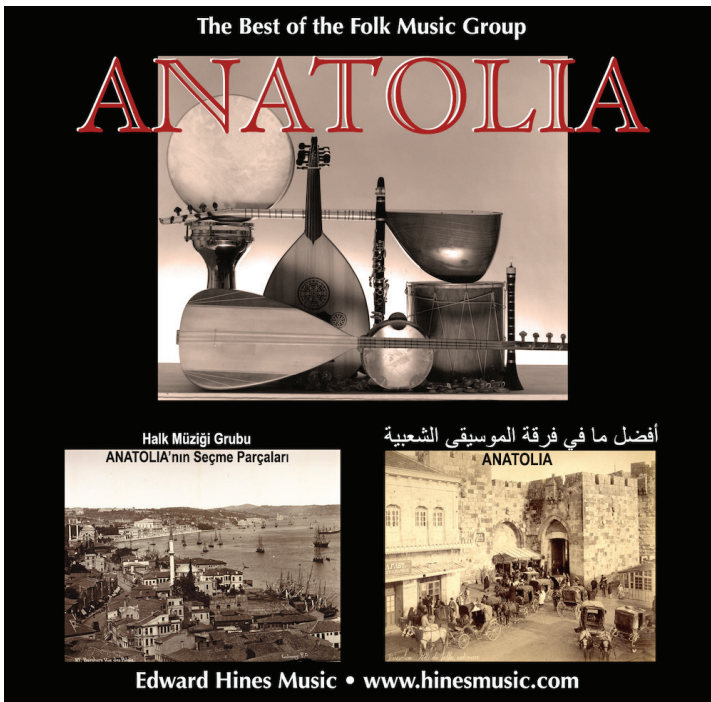
I see it as all part of the same thing.

How were you able to teach dance as well?

I studied folk dance a lot. I often went to YouTube to learn the choreography of different dances. When I decided to write the book about Middle Eastern music and dances for children, I had help from a great Turkish dancer named Ahmet Lüleci, who helped with some of the choreographies. So, that's how I did it – and obviously, I do like to dance. It was always a big part of my classroom activities.



Pictured: Edward J. Hines in one of his dance classes



Pictured: Music Album cover of the music group Anatolia

Having had a long, fruitful career, can you see notable changes for musicians who wish to pursue the path you took? Is it any easier now to work in this area, to access resources, music?

In 1985, Turkey was a very different country. The feeling about Ottoman music was not the same as it is today. In 1985, only a very small group of people listened to that kind of music. You did not hear the Ottoman influence in popular music at all. Popular music was Western influenced. You would hear Turkish music in the concert hall, not in popular culture. And when I rode in a “dolmuş,” I heard lots of popular arabesque music that also had traditional sounds in it. By 1990, I started hearing music coming out of Turkey with the small pitches of “makams” in it. Today you can hear it everywhere in popular music.

So, I think it's a lot easier now especially with Facebook, Instagram, YouTube, TikTok. The resources now are so much greater that it's easier to do things in your home and studio. It's all out there just waiting to be seen and heard.

People are funny in that they seem to like what they like forever. When I would ask children what kind of music they listened to, they would often say whatever music their parents were listening to. So, when asking people to experience something new and different, I don't have a lot of expectations that they will love it. Of course, I love my work. But there is so much music to choose from today, that I don't think there are lots of people out there who really know what it is that I'm doing.

If a young musician came to you and asked for your advice about what path to take – play in concerts, compose, perform, write music, teach, go into the music business – what would you say?

I would say that if I had a dream about what I wanted to do or be, the best way to achieve it is to talk about it. The more you talk

about something, the more people will hear about it. The more people hear about it, the more your chances are of achieving your goal, that dream. I've always believed this, and it has worked for me many times.

A lot of people are shy when talking about their dreams. But if you take your chances, you might have your opportunities grow and succeed. You may fall sometimes, but you need to get up and continue; in the end things work out. Hard work is also very important. Nothing I have achieved has been given to me. It has all been through hard work and determination, and frankly, being qualified. Hard work pays off. Dreaming, working hard, speaking to others – that's the formula I would suggest to anyone going into the field of music.

Do you remember your impressions of Turkey and its culture? What impressed you, what seemed very different?

I loved Istanbul. I loved going to the “bakkal” and getting what we needed for that day. I loved getting a loaf of bread in the morning. I loved walking on the streets in Teşvikiye, Nişantaşı, Taksim Square and Beyoğlu. My Turkish was terrible but everyone tried to understand me. I grew up outside New York City and I was accustomed to a cosmopolitan experience. After NYC, Istanbul was the greatest city I could have ever experienced.

We got off the plane in December 1985, and as soon as we exited the airport, the first thing that I smelled was coal. Buildings were heated with coal at the time, and the air smelled of it. I never forgot that smell. Many years later, when we moved to this house, we also used coal to heat. On certain days the smoke would stay near the ground, not going away, and it reminded me of Istanbul!

The people in Istanbul were great, they were very helpful, very friendly. I couldn't have asked for more. It was a very positive experience. I don't remember having any problems. Although one time I was driving Aslı's father's Volkswagen, going to AKM. When you get there, the Atatürk monument is in the center of a traffic circle, and you have to drive around it. I got very confused, and pulled up into the center island near the monuments. Suddenly I was surrounded by the police and a crowd of onlookers, wondering what I was doing, saying, “O ne?” Eventually, I talked my way out of it with the help of some bystanders. So, that was the only unfortunate event that really ever happened – and it didn't amount to much anyway.

Have you ever come back?

No! I've never had the chance. I look at pictures of Turkey now, and I don't recognize a lot of it. Several years ago, I read Orhan Pamuk's book on Istanbul, which takes place in Nişantaşı. It brought back so many memories, good memories that I will always cherish. Perhaps this is the best way to return for now.

“My Fulbright year was a life-altering experience and everything changed after that”



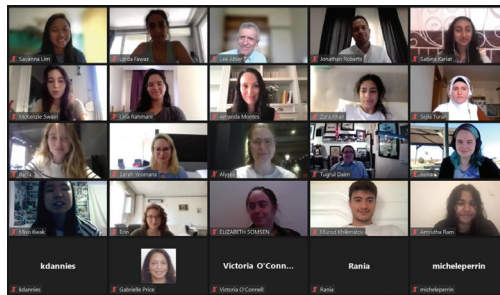
American Programs

Initial Orientation Meeting with Our Grantees who Arrived in September 2021

The Initial Orientation Meeting Program for the 2021-2022 academic year grantees was held online on September 16-17, 2021. Six Senior Scholars, nine Student Researchers, and fourteen ETA grantees from Ankara, İstanbul, Eskişehir, Trabzon, Bartın, Sivas, Antalya, Düzce, İzmir, Kırklareli, and Kastamonu attended the meeting. Prof. Ersel Aydınli, Executive Director of the

Turkish Fulbright Commission and Mr. Robert Hilton, Counselor for Public Affairs at the U.S. Embassy in Ankara, welcomed the grantees and officially commenced the meeting. The meeting offered various sessions conducted by program staff, our colleagues from the U.S. Embassy in Ankara, and our alumni and scholars in different academic fields.

Pictured: Initial Orientation Meetings



The meeting provided the grantees the opportunity to listen to presentations and lessons on Turkish language, culture, history, politics, and education. The ETA grantees also had the opportunity to meet with their university representatives to learn more about their institutions and teaching responsibilities.

ELT Sessions with our ETAs

Pictured right: U.S. Embassy Regional English Language Officer, Roger Cohen - 4th column in 1st row, met our 2021-2022 academic year ETA grantees

Pictured below right: Ms. Nazila Aliyeva talked about principles of teaching speaking

Our ETA grantees received trainings on September 24-25, 2021. The ELT sessions started with U.S. Embassy Regional English Language Officer Mr. Roger Cohen's welcoming remarks. Mr. Cohen also presented available resources for English teachers.

From the U.S. Embassy Regional English Language Office, Ms. Aycan Yamac, Program Coordinator, and Ms. Ozlem Bakir-Aytac, English Language Programs Assistant, presented activities and opportunities offered by the Office. A series of presentations titled "English Education in Turkey", "How to Teach Speaking Effectively", "Student Engagement in Online Learning", "Critical Thinking Activities", and "Teaching Vocabulary" were conducted by experts from different institutions, which provided the grantees with methods and tools for making the most out of their teaching experience.



PRINCIPLE #1
Focus on both **FLUENCY & ACCURACY** depending on your objective

PRINCIPLE #2
Provide **INTRINSICALLY MOTIVATING** techniques

PRINCIPLE #3
Encourage the use of **AUTHENTIC LANGUAGE** in meaningful contexts

PRINCIPLE #4
Provide **APPROPRIATE FEEDBACK** and correction

PRINCIPLE #5
Capitalize on the **NATURAL LINK** between speaking and listening

PRINCIPLE #6
Give students **OPPORTUNITIES TO INITIATE** oral communication

PRINCIPLE #7
Encourage the **DEVELOPMENT OF SPEAKING STRATEGIES**

Meetings with our U.S. Grantees in Ankara and İstanbul

The Covid19 pandemic prevented in-person events which would bring grantees with both Commission staff and each other, for occasions like "Happy Hour", "Thanksgiving Dinner", and other social events. Instead, grantees and staff braved cold weather and

traffic jams to meet in safe environments. Those occasions proved very successful, enabling connections between grantees, and members of the staff. One mystery game that was played each time was to guess who was who – with masks on!



Pictured far left(L-R): Miso Kwak, McKenzie Swain, Şahin Kaya, İmge Su Karakuş, Savanna Lim, Netta Kaplan, Duygu Kimeñçe, Hamad Khan, Summer McKenna, Sheila Turan, Jessica Parry, Alyssa McCauley

Pictured left (L-R): Şahin Kaya, Selin Ozulkulu, Prof. Amanda Montes, Serin Alpokay, Betti Delevi, Elizabeth Somsen, Ellis Garey, Kayhan Nejad, Tony Italia

Stories from U.S. Grantees

"From Eskisehir to Chicago...to Eskisehir"

Banu Gulecyuz

2021-2022 ETA Program Grantee

University of Illinois, Chicago/ Eskişehir Osmangazi Üniversitesi, Eskişehir,

Pictured:
A view from Eskişehir Atatürk Stadium



My father was born in Eskisehir, Turkey in 1960 in a one-room house that had no running water or electricity. His father owned a small toy shop where my father would spend his childhood helping sell various toys after school before returning to his home to play soccer on the streets with his friends. After taking the University entrance exam, he received a high enough score to attend Istanbul Çapa Faculty of Medicine before immigrating to the United States. Teaching himself the English language by watching movies at the local theaters and taking every opportunity he had to speak, my father is my biggest motivation. His words, "without learning English, I would not have been able to succeed," still echo in my mind.

As a Fulbright English Teaching Assistant in Eskisehir, placed in this city solely by chance, I feel

an immense sense of gratitude. Although his family has moved on and now live in different parts of Turkey, I can feel my history and father's footsteps below the steps I take. As I stand upon a classroom of students at Eskişehir Osmangazi University, I cannot help but wonder where life will take the eager-to-learn English students in front of me. As their instructor, I hope to teach them what I have learned growing up as a Turkish-American and open their minds so that the students can take the best of both cultures.

On another note, I recently had the opportunity to attend my first Eskişehir Spor game and noticed how passionate the fan base was! Even though they are not doing well enough to make it in the first league, it was an incredible experience to support the boys in red and black. My father was a passionate fan as a child, so much so that once he even jumped over the wall of the old stadium to be able to watch the game! With the chant I had memorized, I joined the crowd in screaming, "Es Es Es, Ki Ki Ki!" Overall, Fulbright has opened doors for me both personally and professionally and I know that I will be forever grateful.

"Going back in Time: Eskisehir and the Power of English"



Zara Khan

2021-2022 ETA Program Grantee

University of California - Berkeley /
Düzce Üniversitesi, Düzce

Pictured:

A view from Düzce from Zara's apartment



When I first received my placement in Düzce, Turkey, I was admittedly a little nervous. I had never lived on my own before, much less lived in a place where I couldn't string so much as a single sentence of the local language together. Düzce is a small city right outside Istanbul along the Black Sea region with very few outside visitors and hardly any foreigners. But, from the minute I arrived, everything about Düzce has been absolutely wonderful, due, in large part, to its lovely people.

The landlady of the apartment I was renting doesn't speak a single word of English, yet on my very first night, she pointed to her car, motioned me to sit in her front seat, and drove me to one of the few restaurants still open for dinner. It was late. Streetlights softly flickered above, but their dull orange glow seemed powerless against the thick, dark night. It crossed my mind that maybe this hadn't been the best idea; after all, I

hardly knew this woman who was driving with only one hand so she could use the other to chain-smoke. Over "Tavuk Tantuni," we took turns passing my phone back and forth, speaking into my Translate app. She proceeded to invite me back to her home where I met her daughters and forced myself, still bleary eyed from my flight, to stay awake until 1 a.m. and finish all the sweets and snacks they'd heaped on a tray before me.

Later that week, an old man riding a bicycle came up to me and spoke into my phone, "Madam, why are you here?" After I explained, with broken Turkish and exaggerated hand gestures, that I was in Düzce to teach English, he insisted I come back to his house for lunch where I met his wife and daughter. Düzce, still small and isolated, things I once feared, has begun to feel like home precisely because of these qualities. I still don't know much Turkish, but some of the first words I learned were "anne", "baba" and "kız"—mother, father, and daughter: names my new adopted families insisted I refer to them by and what they wished to call me in return.

"Hospitality and the Art of Drinking Tea"

Hamad Khan

2021-2022 ETA Program Grantee

University of Houston, Texas/ Sivas
Cumhuriyet Üniversitesi, Sivas

Pictured:

Hamad Khan with his students in Sivas



From learning about Cumhuriyet University to taking trips in the city to admire Seljuk artistic work, so far, my time in Sivas has been wonderfully spent. My experience living in Sivas, the city of the kangal (a large dog, approx. 33 inches in height), began with a warm welcome from the other teachers at the School of Foreign Languages. This bright gesture of comfort built a bond between us. My daily experiences with the teachers consist of lessons in Turkish cuisine. As our conversations range from topics about geographical differences within the

seven regions of Turkey, to English teaching tips and American sports teams, there is always something exciting to learn about from our fruitful conversations.

In the classroom and with my students, the excitement to increase our respective educational knowledge continues. The atmosphere of the classroom is friendly and sincere. While teaching my students English, I regularly notice the

increasing interest that my students hold in teaching me about Turkey. During a vocabulary lesson, after reviewing our list of words, I asked my students to provide sentence examples for several words. When we reached the word "realize", one of my students used this in a sentence by asking, "Teacher, have you realized that Sivas is known for its hospitality?" Other students began to agree and expressed their admiration and ownership of being known as friendly. This means that the people of Sivas are willing to help you with anything. As I found this to be nothing less than the truth, I quickly related with my students and shared that this quality of friendliness and helpfulness resembles my home-state, Texas, and our specialty in Southern hospitality!

Within the community, time outside the classroom is spent learning about various aspects in Turkish culture. Some of my brightest memories include drinking tea with my students as we practice English and delve into the fascinating world of culture. (This picture shows my students as they shared some tips on drinking tea.) I learned that as soon as you finish drinking your glass of tea, to avoid being offered more tea, gently place your spoon on top of your glass.

"Forming friendships: Kapadokya edition"

Savanna Lim

2021-2022 ETA Program Grantee

Cornell University, New York / Alanya Alaaddin Keykubat Üniversitesi, Alanya

Pictured right: 2021-2022 ETA Grantees: Savanna Lim, Lina Rahmani, Zara Khan, Summer McKenna, Netta Kaplan and Murod Khikmatov



It was 6 AM. I was on hour eight of my bus ride from Alanya to Göreme; I had barely gotten any sleep, my head was throbbing, and I was craving the sweet release of a nap on any type of flat surface. As we rolled into Kapadokya at dawn, the flurry of hot air balloons was taking off, dotting the pink-orange sky with bursts of color one at a time. I couldn't help but smile and marvel at the scene in front of me. All of a sudden, the eight-hour bus ride seemed worth it. In the middle of October, six Fulbrighters (myself included!) decided to take a trip to the famed Kapadokya—home to hot air balloons, fairy rock mountains, and endless historical attractions. This was the first time most of us Fulbrighters were meeting in person. Beforehand, we had only communicated via Zoom or WhatsApp due to the pandemic. Fortunately, being Fulbrighters, unfamiliar situations barely intimidate us. In fact, I would venture to say they give us a thrilling sort of high.

Our first interaction was in our cave hotel—everyone was sleeping in the same space and had crashed from traveling the night before. Once the first "good morning" was croaked, the ice was broken and the conversation started flowing naturally.



Masks in tow, we climbed mountains, sauntered through canyons, and scarfed down pre-determined meal selections as part of our Kapadokya Green Tour on the first day. We took pictures in the Underground City, laughed at each other's punctured Turkish, and relied heavily on Netta Kaplan, a renewal grantee at KTÜ in Trabzon, for brief Turkish lessons during dinner. We talked about our lessons, host universities, and TÖMER classes over traditional pottery kebab and mixed meze platters.

When our hot air balloon ride was cancelled due to the weather, we decided we would instead ride horses, much to the delight of Summer McKenna (KTÜ, Trabzon) and the demise of Lina Rahmani (BÜ, Bartın). While the act of horse-riding in itself was an adventure, getting to know everybody's personalities while they were riding horses was the most enjoyable part for me.

Netta led the pack, occasionally turning around to check in on us. I rode behind her, my camera in tow, snapping pictures (as a photographer does). Murod (Akdeniz University, Antalya) enjoyed his horse ride immensely and was a great sport about taking photos. Zara Khan (DÜ, Duzce) found a horse that matched her personality very well (it rarely followed the rules). Lina could not wait to get off her horse and insisted on walking instead of riding down after we summited. Summer showed off her natural Texan roots and was having the time of her life. While we did not reveal any deep secrets or personal fears during the two-hour horse ride, it was a

team bonding activity we would be hard-pressed to forget.

At the end of the trip, we sat for a farewell lunch and talked about the highs and lows of the trip. For most of us, meeting each other and finally talking in person was the highlight of the trip. Our group dynamic functioned well and we all got along. We felt lucky to have formed new friendships in such a beautiful place. We said our farewells and hugged each other goodbye, with promises of seeing each other again.



Alas, it was 2 PM. I was taking a shuttle to the nearby airport with Zara. We were exhausted from ATV riding that morning and couldn't wait to get back to our respective host cities. We chatted excitedly all the way from the shuttle ride from our hotel to when we touched down in the Istanbul airport. As I boarded my connecting flight home, I couldn't help but smile. I knew then that this weekend had been about more than just sight-seeing in Kapadokya.



"Advice from a Novice Teacher"

Alyssa McCauley

2021-2022 ETA Program Grantee

Illinois State University, Normal/
Eskişehir Osmangazi Üniversitesi,
Eskişehir

Pictured:
Alyssa McCauley in Istanbul



My passion for education began with an early understanding that school systems are not always inclusive and respectful. In the spring of 2021, I graduated from Illinois State University with licensure in secondary English education and an endorsement in TESOL. When I was informed that my first official teaching position would be with Fulbright Turkey as an English Teaching Assistant, I felt excited in anticipation of the new challenges and exciting opportunities ahead.

Upon my arrival, I was greeted by strangers who I now consider family; they were generous, kind, and gracious with me, modeling how I seek to be with myself, others, and as an educator. In Turkey, I am learning to be the educator that I wanted and needed as a youth. Through this experience, I am learning how to demand inclusivity and respect for all learners no matter their level.

In our classroom, we learn together, communicate in creative ways, and

investigate language and culture as a team. Through my interactions and experiences, I am learning how to better create an inclusive classroom through honesty and listening. To be honest with yourself about your needs and mental health, your personality, fears, boundaries, and with your values.

As a woman in my mid-twenties and a new teacher, Fulbright is helping me to learn the importance of understanding my limitations and strengths in order to be a more successful educator. When I understand my position and perspective in life, I can best be present and open to others. I can better listen and communicate: to my colleagues, the community, and most importantly, to the students. When listening, it is important to listen without anything else in our mind and to take in all of the moment, listening closely for the verbal and non-verbal clues. Through listening, we learn from each other's unique perspectives and understandings of our world, and we are better able to include and respect all students.

"A Wandering Fulbrighter"

Amanda Montes

2021-2022 U.S. Senior Lecturer

Ohio State University, Ohio / Boğaziçi
University, İstanbul

Pictured right:
Amanda Montes with her daughter

The decision to apply for a Fulbright was a deeply personal one for me. I am what one may call a "Fulbright baby," in that my late father was also a Fulbright scholar and met my mother during his placement in Brazil in the late 1960s. Essentially, I would probably not exist if it were not for Fulbright. I have reflected many times on this as I have wandered the streets of Istanbul, avoiding falling on wet cobblestones, and watching the cats maneuver their way into doorways and windows—pondering what my dad would have said had he still been alive to see me follow in his footsteps, albeit in a

different context. I have discovered the hospitality of the people (and wonderful tea and coffee!) of the local cafés and restaurants of my street in Galata—who have embraced my family and I as if we were their family—thinking about whether my dad, too, underwent this. I have questioned, despite not speaking the local language, how I have managed to build community and to have the privilege to work in such a welcoming university community like that of Kadir Has, and if my dad, too, experienced this. I have wondered if my dad had memories of the sensations of a new place; one of them for me being all the sounds that surround me daily: the ferry horn in the distance in the Bosphorus, the seagulls squawking, the men yelling in the street, and, of course, of the "ezan" (call to prayer) throughout the day. I chose Turkey to strengthen my practice as a bilingual educator through exposure to a new country for me, making sure I would be somewhere where the local language and culture are not

related to those I am already comfortable with. But I have realized that I have also been afforded with an unexpected element—that I am here not just as a scholar, but to somehow feel connected to the father I so dearly miss and whose trajectory has undoubtedly shaped the one I have chosen for myself.

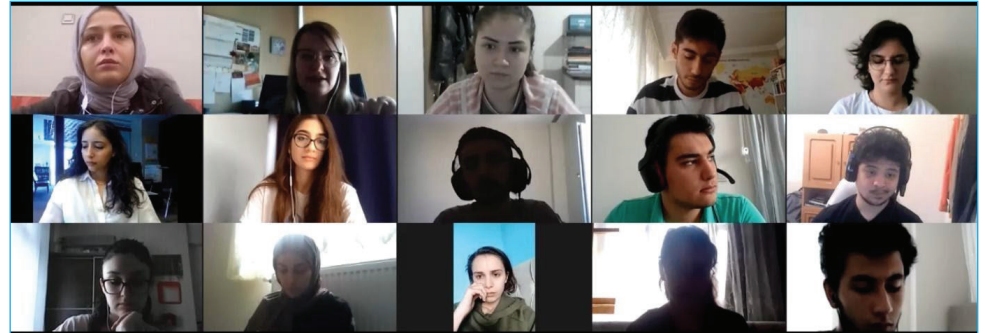


Turkish Programs

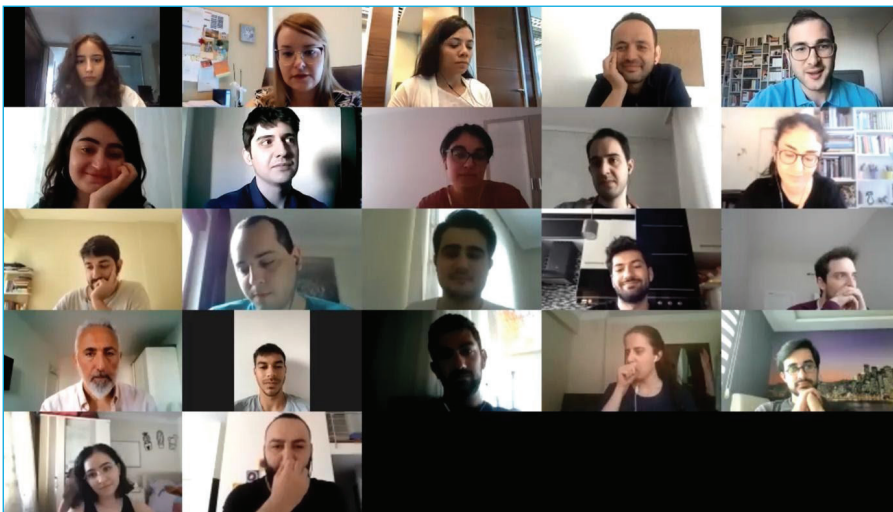
Pre-Departure Orientations for the 2021-2022 Academic Year Grants

The pre-departure season started off with the Community College Initiative (CCI) Program on May 28, 2021. The grantees traveled to the

United States beginning on August 1, 2021 and are already well-acclimated to their new lives.



Pictured:
2021-2022 CCI Program Grantees at the Pre-Departure Orientation



The next-up was the orientation with our largest cohorts, Student Core Program and Visiting Student Researcher grantees. Their orientations were held on June 18, 2021 and July 28, 2021 respectively, with the virtual attendance of the Commission's Executive Director, Prof. Ersel Aydınli, and the current grantees in the United States who shared their experience with the new group.

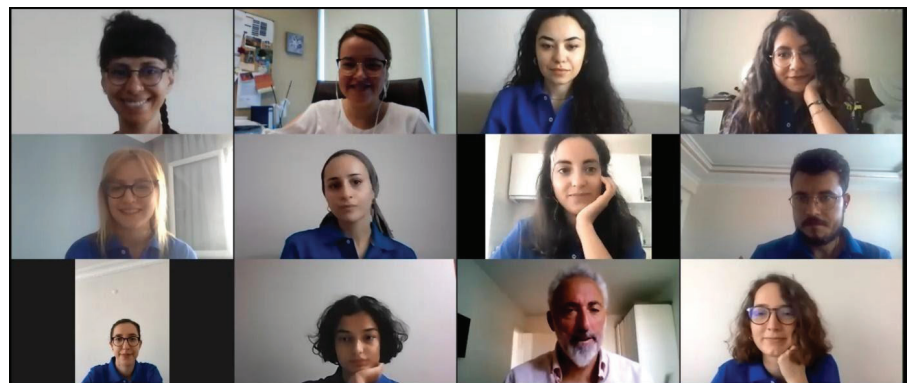
Pictured:
2021-2022 Student Core Program Grantees at the Pre-Departure Orientation



Pictured:
2021-2022 VSR Grantees at the Pre-Departure Orientation

These virtual events were followed by the orientations for the Foreign Language Teaching Assistant (FLTA), Visiting Scholar, Postdoctoral, and TEA Programs throughout late July and early August.

Pictured:
2021-2022 FLTA Grantees at the Pre-Departure Orientation





Pictured left: 2021-2022 Visiting Scholar and PostDoc Grantees at the Pre-Departure Orientation

Pictured below: 2022-2023 Student Core Program Grantees at the Initial Orientation

Pictured far below: 2022-2023 FLTA Program Grantees at the Initial Orientation

Initial Orientations for the 2022-2023 Academic Year Grants

The new cycle started right after we said our goodbyes to our outgoing grantees.

After a very competitive selection process, we were delighted to meet with our 2022-2023 academic year Student Core Program grantees on September 3, 2021. They are now in the process of applying to Master's and Ph.D. programs in the United States and we wish them a successful placement season.

We also met with our 2022-2023 FLTA Program cohort on November 8, 2021. They are now waiting for the results of their matching with U.S. universities with Turkish teaching departments.



Application Period for the 2022-2023 Grants

Please be on the lookout for the application announcements published on our website for the 2022-2023 Academic Year grants!

The application deadline for the TEA Program is

February 25, 2022

The application deadline for the Student Core Program is

April 6, 2022

For more information visit the Commission's official website:

www.fulbright.org.tr

"Back on Campus, Literally"

Ayşe Durakoğlu

2021-2022 PhD Program Grantee

Middle East Technical University, Ankara / Syracuse University, NY



Pictured:

Ayşe in Syracuse University campus, October 2021

The possibility of moving across the ocean just to stay in my room and remotely conduct my studies was my biggest concern during graduate school applications last year. Fortunately, with the help of vaccination and more effective management of the pandemic, my journey started off relatively smoothly with a fully in-person campus experience in Syracuse, NY. Following probably the most socially isolated period in my life, adapting to an entirely new environment has not been without its challenges, but is also one of the most rewarding experiences, especially for helping me open up to the 'new normal'.

After 1.5 years of remotely engaging in many academic (and social) settings, going back to campus was absolutely thrilling but also more difficult than I expected. It turned out that some of my classroom reflexes had gone rusty, communicating with people from different backgrounds with diverse accents through masks was quite exhausting, and balancing academic, social, and personal time was especially challenging while at the same time trying to settle in your apartment and finding your way in the city. Despite all these struggles, I am very lucky to have found a very thoughtful and supportive community in Syracuse. Emphasis on mental health, especially with the added stress of the pandemic, has been very prominent on campus, from faculty to staff, and my cohort members and I feel acknowledged and supported whenever things get overwhelming. Far away from my family and friends, such a supportive environment is something I have come

"As a PhD student, moving to a new place does not feel as touristy or urgent as being an exchange student. I feel like I have all the time in the world but also never enough of it because graduate school can be extremely demanding."

to deeply treasure and aspire to create for people around me myself.

As a PhD student, moving to a new place does not feel as touristy or urgent as being an exchange student. I feel like I have all the time in the world but also never enough of it because graduate school can be extremely demanding. The week before the semester started, my graduate advisor gave me this advice about putting graduate school in perspective and always remembering that it is not my entire life. With his golden advice in mind, I try to balance my studies with various non-academic activities, including hiking and apple-picking outside the city, and watching plays and musicals. Living in one of the most scenic parts of the country, the quiet life in Syracuse helps me focus on my studies while letting me enjoy the nature that I dearly missed during the isolation of the pandemic back at home.

"First Days in the U.S. as a Fulbright Scholar"

Batin Mert Karahasanoğlu

2021-2022 Master's Program Grantee

Sabancı University, İstanbul / Georgia Institute of Technology, Atlanta

Fulbright was always a prestigious scholarship for me until I realized that it is not only a scholarship but also a big community. Before I arrived at Georgia Tech in Atlanta, I reached out to people at my university by using the Fulbright network directory to ask my college-related questions, such as accommodation alternatives, bank accounts, mobile carrier suggestions, etc. In addition to these suggestions, they invited me to local Fulbright social media groups so that I met with more than 10 Fulbright scholars, and it felt good to have this kind of big connection group in the first weeks, which eased the adaption process.

Another aspect is the multicultural network of the group. It is not easy to gather people from more than 10 nationalities together. It is a great opportunity to learn about their cultures as well as to express your own



Pictured:

Batin (fourth from the left) at the first game of the season with his roommate, a Fulbright Scholar from Germany, and classmates at Bobby Dodd Stadium



culture. It is a very satisfying process to explain your culture when people initially have different and untrue perceptions.

In short, I highly recommend reaching out to your local Fulbright community in the first few days. Living together with other people is another part of the adjustment process. I decided to stay in on-campus graduate housing, and my roommate is from Florida - which is another opportunity for cultural exchange. I met him and his family in my first week. They came to pick me up from the airport and invited me to Thanksgiving dinner. To be honest, I was not expecting this much hospitality because cultural-related videos that I

watched before coming here stressed the individuality of Americans. Instead, I found out that they are very warm and welcoming to new cultures.

Another piece of advice about for adjustment process is local international student organizations. These organizations generally organize networking events, and it is a good opportunity to extend your network to students both at your university and at other universities in the city. Time is very limited, and it passes very quickly, especially for master's degrees, so these are my pieces of advice about opportunities to expand our network.

"It is a great opportunity to learn about their cultures as well as to express your own culture. It is a very satisfying process to explain your culture when people initially have different and untrue perceptions."

Ece Yilmaz

2020-2021 PhD Program
Grantee

Middle East Technical University,
Ankara / North Carolina State
University, Chapel hill

Pictured:

Ece at North Carolina State University at the International Student Community Social Event organized by the College of Education's Global Programs and Student Success Offices on September 2, 2021

I started my doctoral program at NC State in August 2020. Due to Covid-19, the transition to a doctoral program abroad was full of uncertainty and required lots of flexibility. Before coming to the United States, my research focused on gender issues in higher education. My main focus was on women in faculty positions. However, my own experiences of being an international student during the Covid-19 pandemic aroused an interest in learning more about international graduate students' experiences during this challenging time. As part of one of my research methods courses last year, I conducted a pilot study on this topic,

which gave me more insight into the international student experiences.

This is how my interest in international students' experiences started. Therefore, I was happy and excited when offered a graduate assistantship position in the College of Education's Global Programs Office at the beginning of this year. My role in this position is to help the Global Programs Office in their recruitment and marketing efforts and help increase students' global engagement within and outside of the College of Education. I also work with undergraduate students to realize their study abroad goals. Being a Fulbright doctoral grantee from Turkey and having so far studied in China, Europe, and the United States, I find studying abroad remarkably transformative. I share these experiences when students come to our office to talk about their plans and concerns about studying abroad.

My director, Ajaya Francis Jonas, and I are currently working on a collaboration that aims to bring the College of Education students from Turkey and NC State together virtually. We are planning various virtual activities in which students will have the space to share and exchange information and experiences about what it means to be an educator in Turkey and the United States. Considering how global engagements have changed me as an educator, I am thrilled to connect the College of Education students from my home and host countries and accompany their journeys as global educators.



Stories from Our Turkish Fulbright Grantees

"A Versatile Experience"

Başak Kalfa Ataklı

2021-2022 Visiting Student Researcher (VSR) Program Grantee

Middle East Technical University, Ankara / University of Pennsylvania & New York University



Pictured: Başak at the Penn Ballet Company photoshoot

Had I known what awaited me upon my arrival to the U.S.A., I would have changed my flight to an earlier date! As a Fulbright visiting researcher at the University of Pennsylvania, these two months have passed unnoticeably with hard work, new acquaintances, and fun social activities. So many things have fitted into this short and yet surprisingly fruitful period. My research, obviously being the key point of my presence here, has increased pace and depth thanks to the weekly guidance of my renowned supervisor, the vast catalog of

the Penn libraries, and the subsidiary courses that I audit voluntarily. As an architect currently based in a different department, it is with this scholarship that I realize how vital and stimulating it is for a researcher to be surrounded by scholars from diverse fields.

Apart from the academic activities, one of the highlights of my journey here is to have become a member of the University of

Pennsylvania Ballet Company. I have already been doing and teaching classical ballet for years, and upon my arrival, I took the company auditions and was selected. At the end of November, we will perform

"I would like to advise future Fulbrighters to be enterprising and assertive at their prospective institutions and balance out social activities and academic work as much as possible"

the Nutcracker ballet, which my professors and friends from the department and roommates will attend. This is what I call a real Fulbright mission accomplished in a "nutshell"!

With this opportunity, I would like to advise future Fulbrighters to be enterprising and assertive at their prospective institutions and balance out social activities and academic work as much as possible. In selecting the institution, I would safely recommend the University of Pennsylvania for its being a very resourceful and welcoming university. Besides, the campus and the city of Philadelphia are easy to adapt and connect to for a newcomer.

As I am close to embarking on my new chapter at New York University for the spring semester, I would like to express my gratitude to the Turkish Fulbright Commission for providing me with this journey that yields not one but many chapters.

"Celebrating the 98th Birthday of Turkish Republic in the U.S."

Seçil Ayna

2021-2022 Foreign Language Teaching Assistant (FLTA) Program Grantee

MEF International Schools, İstanbul / Oregon State University

Whenever it is a 'bayram'—a holiday—I wake up with Barış Manço's voice in my head: 'Bugün bayram, erken kalkın çocuklar!' 'Today is a holiday, get up early kids!'. I have always been very excited on these holidays and never been able to sleep easily the previous nights.

When I was a kid, I was even more excited because I always had a folk-dance show on that day. On the morning of October 29th, 2021, I woke up with the same excitement, and, believe it or not, wore the same folk-dance costumes as back then.

As a Fulbright Foreign Language Teaching Assistant at Yamada Language Center, University of Oregon, I have been teaching Turkish through culture and Turkish culture through language for the last two months. The celebration of the Republic



Pictured: On the left, Seçil at the Republic Day celebration at Donanma Ortaokulu, Kocaeli/Turkey on October 29, 2006; on the right, Seçil at the Republic Day celebration at the University of Oregon on October 29, 2021



Day here has been the first in-person cultural event we could hold after COVID-19 restrictions were loosened. So, it was a momentous occasion for everyone.

As happens during the celebrations in Turkey, we started with our national anthem, followed by a short introductory speech, watched videos regarding the importance of the day, and discussed

Pinar Su

2021-2022 Foreign Language Teaching Assistant (FLTA) Program Grantee

Bahçeşehir College, İstanbul / Michigan State University

"What I did not expect was the level of cultural awareness this program would enable me to develop. I am not only learning about other cultures but also discovering more about my own culture. And, with greater awareness comes a greater level of appreciation."

Coming here, I did not have a clear idea of what this experience would be like. I had so many questions in my mind that kept me up at night. Therefore, I am very happy to say that it has been amazing so far! This is my first time being in the US, so I knew that every day would be a learning experience. What I did not expect was the level of cultural awareness this program would enable me to develop. I am not only learning about other cultures but also discovering more about my own culture. And, with greater awareness comes a greater level of appreciation.

As a cultural ambassador, I am constantly seeking opportunities for cultural exchange. One such event was the Republic Day of Turkey celebration at MSU,

the similarities and differences between national holidays of the U.S. and Turkey. Then, students recited poems, sang songs about this day, and I performed a Zeybek folk-dance show. Lastly, we enjoyed Turkish delight (lokum) and cotton candy (pişmaniye) I brought from home and talked about the following events we are planning to hold.

with many foreign guests participating in the festivities with us! The event was organized by the Turkish Student Association and included presentations, poems, discussions, and lots of Turkish food! I felt pleasantly surprised and proud due to the fact that everyone in the room had a sincere curiosity and love for Turkey.

During my time here, I am also learning a great deal about American culture, which is one of the aspects of the program. Most recently, we celebrated Halloween! I have always known about it, but taking part in the celebrations was fascinating. Now, I can tell my students back home all about Trick or Treat, pumpkin carving, spooky decorations, and costumes!

And of course, I have come to know about American (college) football! It is the ultimate reason for everyone in the community to gather, regardless of their age and gender. I recently went to see

It was one of the proudest moments of my life. I would like to thank everyone who contributed to this moment: to Mustafa Kemal Atatürk, the founder of the Turkish Republic; my primary school teacher who introduced me to Zeybek and encouraged me to carry on for eight years; my family, students, my supervisor Harinder Khalsa, and Fulbright Turkey. Thank you!

a game at my university and although I could only see the ball when it was high in the sky, I absolutely loved the atmosphere! I also had a 'tailgating' experience with Americans which is a get-together before the game. It was a true exposure to the culture. I made sure to explain to them how sporting events are experienced in Turkey and the level of passion and outpouring of support for the teams!

This experience is truly incomparable for me as it enables the realization of oneself, building cross-cultural connections, establishing mutual understanding, and much more. I am sure that I will continue to learn, teach, and grow as a person throughout my program. So, thank you, Fulbright Turkey for this wonderful opportunity!

Pictured:

Pinar (first from the left) visited the Uncle John's Cider Mill for pumpkins and Halloween decorations



"Having the Fulbright Experience amid the Covid-19 Pandemic: Lucky or Unlucky?"

Berna Kirkulak Uludağ

2021-2022 Fulbright Visiting Scholar Program Grantee

Dokuz Eylül University, İzmir / Harvard University

Pictured: Prof. Kirkulak Uludağ with her son, Arel, at the Harvard Yard

I am a full-time finance professor at Dokuz Eylül University, International Trade and Business Department. My Fulbright journey partially started, when I was granted the Fulbright Visiting Scholar Program scholarship for the 2020-2021 academic year. However, this journey could not happen in 2020 due to the outbreak of the Covid-19 pandemic during which both Fulbright grantees and Fulbright Turkey stuff experienced significant uncertainty.

Eventually, I arrived at Harvard University in Cambridge, and settled down with my son. I knew that there had been many outstanding Turkish scholars at different occasions at Harvard University for a long time, but was surprised to learn that I was the first-ever Turkish scholar at Harvard University's Fairbank Center for Chinese Studies, established in 1955. Frankly, I felt very proud and privileged when I heard this, but also intrigued. To my understanding, this fact also implies that we, Turkish scholars, have left a significant gap in the growing importance of Chinese studies. On the other hand, this fact gives me a tremendous motivation to expand my networks here to guide my Turkish successors in the future despite this long-lasting Covid-19 pandemic.

During my stay here (as yet only 1.5 months), I had the opportunity to attend the Fulbright Enrichment Seminars virtually. We spent 2 days on how to write a research proposal and to find, apply for, win and manage national and/or international funds. I strongly recommend these seminars to future Fulbright scholars. The seminars will definitely enlighten them in many aspects and give them inspiration to thrive in their studies further. These seminars are particularly

meaningful for those of us who come from an environment with limited research funding. Moreover, on the second day of the seminar, I also had the chance to participate in the celebration event for the 98th Anniversary of the Turkish Republic at the Consulate General of Turkey in Boston. Amid the Covid-19 pandemic, it was fantastic to meet new people there, including students, academics, businesspeople and female entrepreneurs.



"Being a Fulbrighter Makes Life in the U.S. Easier"

Duygu Gökçe

2021-2022 Fulbright Postdoctoral Program Grantee

Düzce University, Düzce / The State University of New York at Buffalo

"Everything here is happening in a chain reaction and just saying, 'I am a Fulbrighter,' attracts even greater attention and opens new doors of opportunities."

The value and appreciation of success have always been important in my life, and this is what the Fulbright Scholarship Program has already given me in my very first week in the U.S. At the time of the year when I arrived in Buffalo, it was very challenging to find even temporary accommodation in New York. I could only find a place for three days, during which time I had to find another place to settle down permanently.

Being a Fulbright scholar has accelerated many procedures, especially when things were constantly delayed at the time of Covid-19. Most U.S. landlords choose tenants based on their success during their previous lease terms and credit scores which I have no such record of. That rule, for instance, was easily broken for the flat that I really appreciate living in, as an architect—a four-floor Queen Anne style apartment block built in 1905, on one of the most famous historic streets in Buffalo. My

landlord, the third owner of the building, Don Gilbert, calls the building 'Think Tank' because of the previous doctors and professionals living there for years and always tells me that he is grateful to have me as his tenant since I am the perfect match, contributing to this building's reputation. He is a very humble man and real Buffalonian who has contributed a lot to Buffalo's historic building preservation and restored several residential buildings.

During the pandemic, developing connections outside the university is also challenging. However, thanks to Don, I have been accepted heartily into the Buffalo community and started making friends easily because he says that he is always "bragging" about me since he has a Fulbright scholar from Turkey as a tenant. Since I am here to conduct research about the U.S. residential areas, he has also helped a lot with my Fulbright project by introducing useful sources. I don't feel



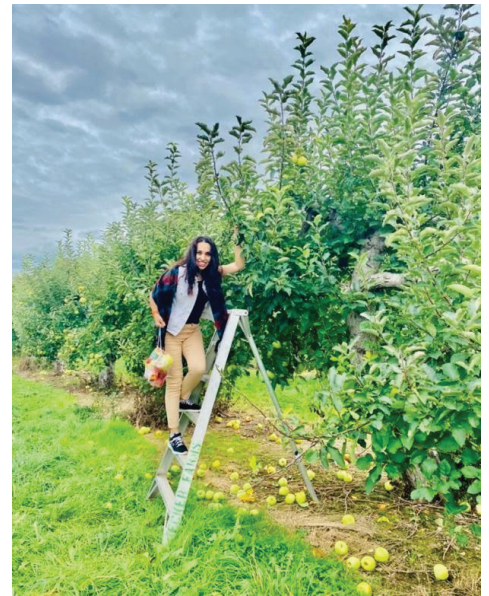
like I am his tenant here; instead, I am his guest, and he wants to make sure that my Fulbright experience at his property will be great.

The people I meet are very nice and helpful. Someone you have just met for a couple of minutes can check on you for weeks and make sure you are fine or take you apple picking for socialization. Apple picking is a very popular agritourism activity and has become a part of U.S. culture. It is also a



great way for outdoor social interaction during Covid-19, instead of spending time indoors, like at cafes and restaurants, most of which are already shut down.

Another outdoor activity I was taken to was the 'Doors Open Buffalo' event organized by Explore Buffalo, a non-profit organization providing tours and other opportunities to discover Buffalo's great architecture, history, and neighborhoods. It was also another resource for my research. I have obtained an Explorer pass and started attending neighborhood walking tours. I am both making friends and learning about the environment where I am conducting my research. On one of the tours, I was lucky enough to be guided by Paul Gorski, a founding member of Explore Buffalo. He introduced me to new sources and new people, one of whom is Clinton Brown, a widely recognized architect in historic preservation, who kindly invited me to share my ideas with his architectural firm. My list goes on and on. Everything here is happening in a chain reaction and just saying, 'I am a Fulbrighter,' attracts even greater attention and opens new doors of opportunities. I feel particularly



*Pictured:
Dr. Gökçe at a popular U.S. outdoor cultural activity, apple picking on Becker Farm*

great for being praised after sharing my ideas because I have chosen such a critical location to conduct research that I can make a real impact on. My journey has just started, and I'm hoping to finalize it with the same luck I have had so far...

Melis Gürdamar

2021-2022 Community College Initiative (CCI) Program Grantee

Piri Reis University Maritime Higher Vocational School, İstanbul / Kirkwood Community College

As a CCI student, I am studying culinary arts and restaurant management at Kirkwood Community College in Iowa. The social life I'm experiencing here has many differences from Turkey. Since America is a multicultural country and everyone is open-minded, friendships are made much more easily. For example, you can start communication by saying hello to someone you do not know at school and become friends. I usually offer to cook for people I meet. Therefore, I have the chance to chat more during the meal and find common ground. Then I meet my new friends again by making a new plan and thus I strengthen the foundation of my friendship.

Some of the problems I have had here have also led me to gain friends - so don't be

afraid to speak about your problems when you experience them. For example, while I was working in the kitchen, I forgot my pencil one day and I asked other cooks for pencils, which led us to become friends. Another example is the problem I have with transportation. Since the bus time does not coincide with my lesson, some

of the friends I have made drop me off at school with their car. In addition, weather conditions are a little more difficult in Iowa so when it rains or when there's a storm, people offer to drive us home and we become friends. I am happy that here, problems tend to make your life better!



*Pictured:
Melis (third from the left, front row) at bowling with other CCI Program grantees and her mentor family*

Advising Program

Continuing its activities virtually, the Advising Unit reached many institutions and students interested in Fulbright Grants and studying in the U.S.A., presented webinars, hosted alumni, answered questions, and advised students, parents, and academics..

Outreach Activities on Fulbright Grants

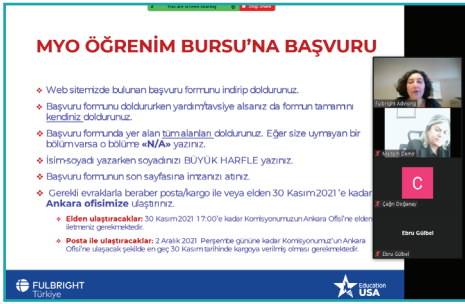
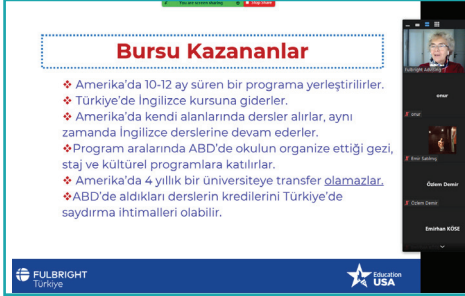
Outreach for grant programs during the summer months was very intensive, with many webinars, Instagram Live Events, and Q&A Sessions, as well as school based virtual presentations for the Community College, Master's and Ph.D. Grants.

The Foreign Language Teaching Assistant Program was announced in late June, and four webinars were organized for interested students and teachers. In late July, the three research grants: the Ph.D. Dissertation Grant, the Post-Doctoral Grant, and the Senior Scholar Grant, opened for applications one after the other. Three webinars were given for the Dissertation Grant, attended by 90 applicants. Meanwhile, six webinars were offered for grant applicants who were invited to interviews, explaining the process and best practices to follow.

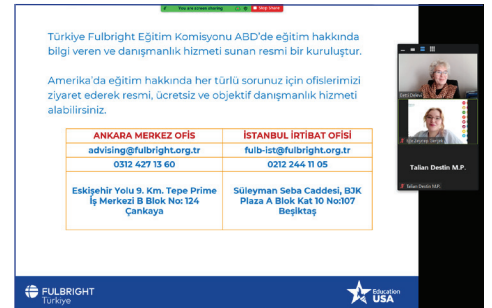
The Community College Initiative (CCI) Program was announced in mid-October, and many virtual events were organized until its deadline, November 30, 2021. While 50 students attended five webinars for the general public, the advisers also organized individual presentations for 18 specific Community Colleges. A total of 1004 students attended these presentations and asked questions about various aspects of the program.

Pictured above left: Webinar for Uludağ University Technical Sciences Community College

Pictured left: Webinar for Hacettepe University Social Sciences Community College



Although the Master's & Ph.D. Grant has not been announced yet, we already reached out to 146 students in online presentations organized with three universities. More will follow when the program is announced.

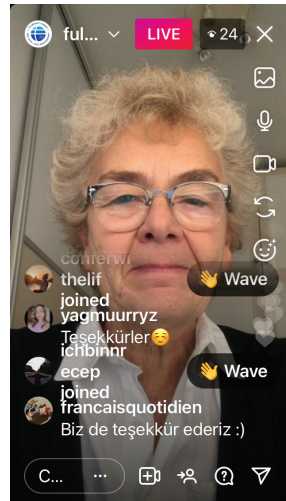


Pictured : Webinar for TOBB ETU

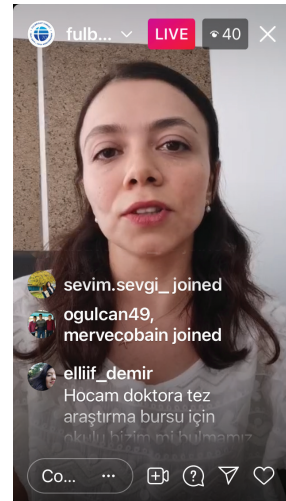
Instagram Live Sessions

Six Instagram Live Q&A sessions were also conducted, with a total of 803 participants joining the sessions to ask questions or listen to answers on the general topics of Fulbright grants and studying in the U.S.A

Routine services, like online advising, virtual one-on-one advising sessions, and document attestations were carried out throughout this period...



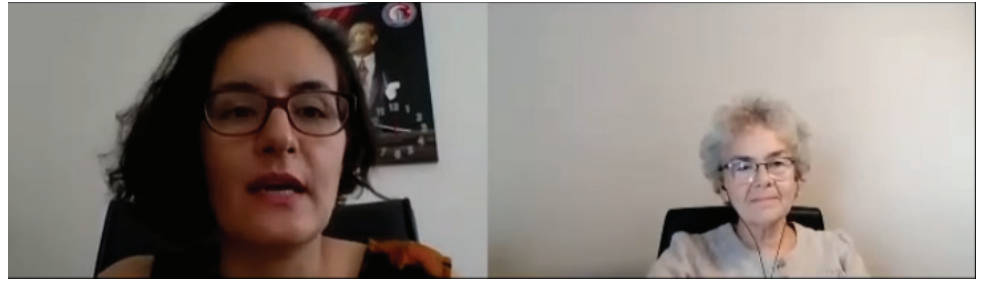
Pictured left: Ms. Betti Delevi



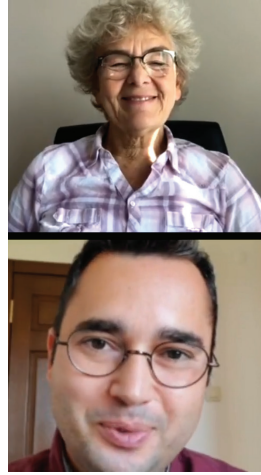
Pictured right: Ms. Berrak Yıldırım Çelik



Five live sessions were organized with the alumni of the grant programs offered in the past six months. Foreign Language Teaching Assistant alumna Ms. Eylül Arslan, Ph.D. Dissertation Grant alumna Dr. Çiğdem Pekar, Post-Doctoral Grant alumnus Dr. Onur Külçe, Senior Scholar Grant alumnus Dr. Emre Demirel, and Community College Initiative Program alumna Ms. Gülce Gümrükçü were hosted in Instagram Live sessions where they talked about their experiences and answered questions posted by attendees. A total of 789 participants attended these sessions.



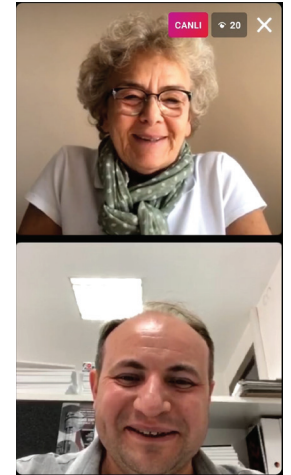
With Dr. Çiğdem Pekar, VSR Alumna



With Dr. Onur Külçe, Post-Doc Alumnus



With Ms. Gülce Gümrükçü, CCIP Alumna

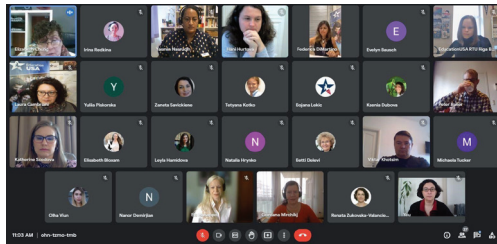


With Dr. Emre Demirel, Senior Scholar Alumnus

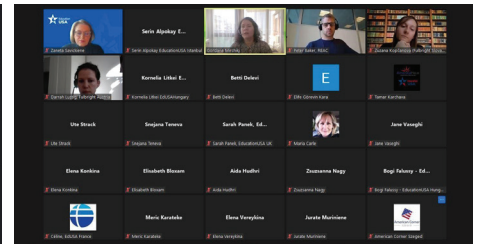
Pictured right: Images from our "Instagram Live Sessions with Fulbright Alumni"



The EducationUSA network continued to connect frequently for morning calls, professional development sessions, and regional meetings, with the leadership of the region's REAC, Ms. Gordana Mirchikj.

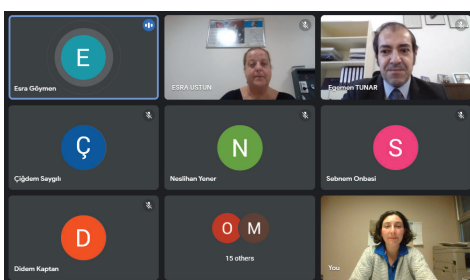


Pictured: Morning Coffee with REACs, for Europe-Eurasia Region



Pictured: Professional Development Webinar on October 19, 2021

High Schools



Our Education Adviser, Ms. Serin Alpokay Taş, gave a webinar to the Sainte Pulcherie French High School where she presented the essentials of applying to U.S. colleges and answered questions from students and parents.

One-on-one advising sessions for high school students and parents continued on online platforms. They are advised on their choices, resources that can help them, steps that need to be taken, and the preparations required for successful applications.

Webinars and Social Media Events

In late summer, we offered a “Pre-Departure Orientation” webinar, open to all students, both on undergraduate and graduate level, who were accepted to U.S. colleges to start in Fall 2021. Two sessions on the U.S. university admission exams and

a session on “study in the USA-five steps” were also offered to guide students who are preparing to apply to U.S. universities, as well as two webinars explaining the standard exams used in applications to U.S. colleges.



Study Abroad Fairs

Two sessions were organized for IEFT. On October 12, a session on “5-Steps to Study in the USA” was presented to inform students on the application process and

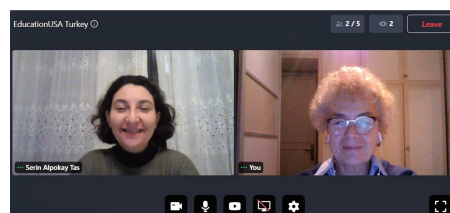
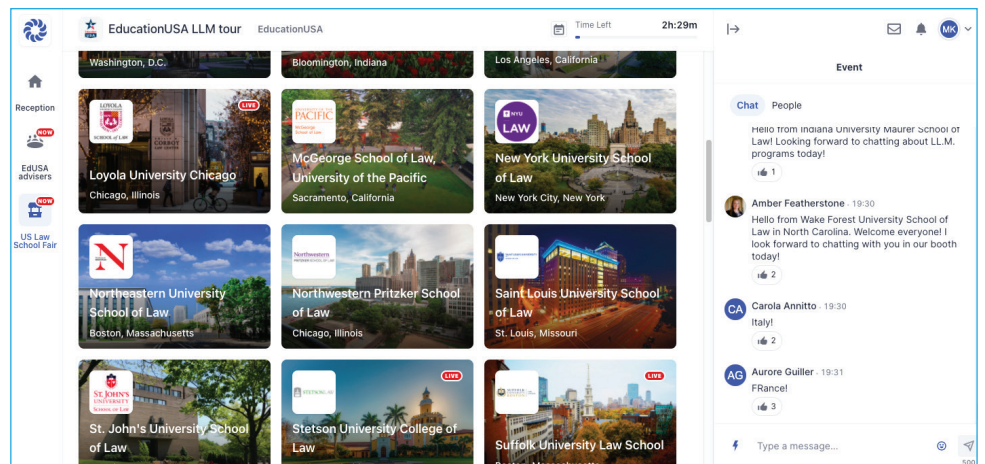
exams for U.S. universities, and on November 15, we presented Fulbright Grant Programs, to a total of 160 participants.

LL.M. Fair

The annual European EducationUSA LLM Fair, which came to Istanbul for the first time in 2019, was hosted this year virtually for the second time. The event brought together American Law Faculties looking to meet and recruit students and young professionals with young lawyers interested in pursuing an LL.M. degree in the U.S. Including Turkey, there were 10 countries in Europe that hosted the 40 U.S. law faculties that registered for the fair.

Announcements were sent to all law faculties, international offices, and bar organizations. In the end, all the hard work paid off when a total of 259 Turkish students and young professionals registered for the event, and about one third attended the fair on November 30.

Overall, the fair was well-organized, well-attended, and satisfactory for both attendees and law faculties.

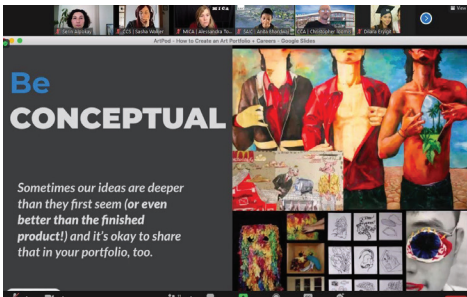


Virtual Community College Fair



Another event that the Advisers participated in was the EducationUSA Turkey Virtual Community College Fair 2021 organized on December 8. 41 institutions participated in this event, which offered opportunities for Turkish students wishing to pursue higher education in the U.S. a total of 118 students visited our stand to either study our brochures or to ask for information from our advisors.

International Education Week Activities



We celebrated the IEW with two webinars where we hosted U.S. university representatives to give information on special topics regarding U.S. university applications. A session on “Visual Arts Portfolio Workshop” presented by Ms. Sasha Walker from the College for Creative Studies (CCS), Mr. Emmitt Smith from California College of the Arts (CCA), Ms. Sarah Titford from Maryland Institute

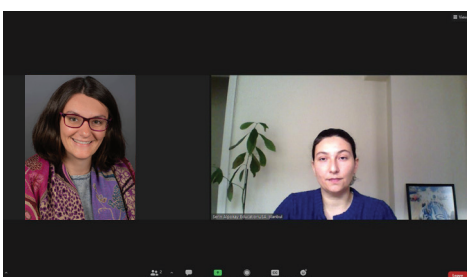
College of Art and Design (MICA), and Ms. Anita Bhardwaj from School of the Art Institute of Chicago (SAIC) was held on November 16. On November 18, we hosted Ms. Jessica Raquel Stern from The University of Southern California, Viterbi School of Engineering, for a session on “U.S. Graduate Engineering Programs.”

Pictured : Artpod: Visual Arts Portfolio Workshop on November 16, 2021.

Ms. Meriç Karateke, Program Assistant (left), and Ms. Ayşe Kevser Arslan (right), Educational and Placement Adviser, participated in a panel on International Education that the Turkish American Association (TAA) organized on November 19. While Ms. Karateke explained the scope and significance of the Fulbright Commission and its grant programs, Ms. Arslan spoke about her experience as a Fulbright grantee.



U.S. Higher Education Officials Online Visits



In our capacity as an EducationUSA Office, our Advising Unit hosts U.S. school representatives virtually. Our advisers from the Istanbul office had online meetings with Ms. Sarah Stackhouse, International Admissions Counselor of the University of Wisconsin-Eau Claire on October 19, and Ms. Daniela Pludwinski Arin, International Liaison Officer of

the Crenshaw School on September 23.

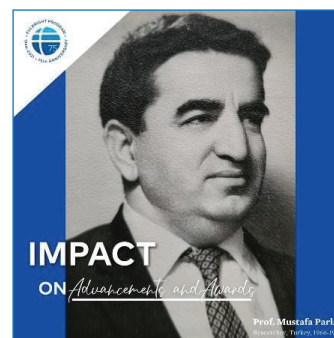
During these meetings, our advisers had the opportunity to learn about the details of each institution, the programs they offer, and funding options for Turkish applicants. In return, our advisers shared information on the Turkish education system and recruitment opportunities.

For 75 years, the Fulbright Program has had an impact on the internationalization of education to foster tolerance, equity, inclusion and mutual understanding between individuals, communities and nations.

The United States and 160 member countries have contributed to promoting and fulfilling these goals with the contribution of over 400.000 Fulbrighters who have been carefully selected regardless of race, color, religion, gender, status and geographical location.

Since its establishment in 1949, the Turkish Fulbright Commission has promoted and fostered the goals of the Fulbright Program and will continue to do so by keeping its doors wide open for the best and the brightest for many years to come.

Happy 75th Anniversary
Fulbright!





FULBRIGHT
Turkey

THE TURKISH FULBRIGHT COMMISSION

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