Globalization is an important goal of the University of Hawaii’s strategic plan. In order to fulfill that goal the University needs faculty members who can engage globally. Fluency in foreign languages is integral to that engagement. How international can a person be if they are not fluent in a foreign language?

My sabbatical was devoted to improving my fluency in Spanish, working to gain fluency in Italian and deepening my understanding of the cultures of Italy and the Spanish speaking world. Hawaii often bills itself as the center of the Pacific Rim; the Spanish speaking countries of Latin America make up over a quarter of the Pacific Rim. With a growing Hispanic population and growing trade and cultural ties with Latin America, Spanish is the most useful foreign language for someone living in the continental United States. Hawaii also has a growing Hispanic population. In the last census 121,000 people in Hawaii identified as Hispanic. I have traveled extensively throughout Spain and Latin America. I was fluent in Spanish before my sabbatical but have used my sabbatical to improve my fluency. Since 1973 was the last time I took a course in Spanish there was considerable room for improvement.

I teach the international business courses in the Business Division, BUSN 277 International Business Protocol and BUSN 279 International Business Analysis. Globalization is the primary force driving business today. In 2009 the University of Hawaii’s Center for International Business Education and Research (CIBER) sponsored my participation in a two week faculty development tour to China. In 2008 the UH CIBER sponsored my attendance at the Western Regional 2008 CIBER Conference in Denver. I was Co-Chair of the Global Studies Committee and presently serve on the Education Abroad Committee.

I led the Leeward CC study abroad to Buenos Aires, Argentina in 2010. This was Leeward CC’s first study abroad to Argentina. Our hosts at the University of Buenos Aires were very appreciative of the fact that I was fluent in Spanish. They were surprised that so many faculty members visiting from the United States did not speak a foreign language. For health and safety reasons alone a faculty member leading a study abroad should be fluent in the local language. It was very gratifying to me to see how much our students got out of their study abroad experience; it was truly a transformational experience for each one. Unfortunately during my promotion
application in 2010 the feedback on the study abroad to Argentina was overwhelmingly negative. The DPC, DC and the TPRC referred to my role as that of a chaperone and felt that the trip was more personal in nature; they would not give me credit for leadership or service to the College. I spent four weeks in Argentina during the summer non-duty period without pay. The College covered the cost of my plane ticket and half the cost of my housing, but I still had significant out of pocket expenses. The College needs to clarify how much leadership and service leading a study abroad merits; if not, the College is going to have a very difficult time getting faculty to lead study abroad programs in the future, and it will be our students who will lose.

Italy is one of the most popular study abroad destinations yet there are relatively few people in the UH system that are fluent in Italian or who are familiar with Italy’s culture. I cannot imagine a more seductive culture than Italy’s, with its art, history, people, food and fashion. I have for many years been an avid student of its art and history. It is easy to see why it is the second most popular study abroad destination. Below is a table showing the most popular study abroad destinations for students from the United States:

**Top 10 destinations and number of students from the United States studying abroad 2010-2011**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 United Kingdom</td>
<td>33,182</td>
</tr>
<tr>
<td>2 Italy</td>
<td>30,361</td>
</tr>
<tr>
<td>3 Spain</td>
<td>25,965</td>
</tr>
<tr>
<td>4 France</td>
<td>17,019</td>
</tr>
<tr>
<td>5 China</td>
<td>14,596</td>
</tr>
<tr>
<td>6 Australia</td>
<td>9,736</td>
</tr>
<tr>
<td>7 Germany</td>
<td>9,018</td>
</tr>
<tr>
<td>8 Costa Rica</td>
<td>7,230</td>
</tr>
<tr>
<td>9 Ireland</td>
<td>7,007</td>
</tr>
<tr>
<td>10 Argentina</td>
<td>4,589</td>
</tr>
</tbody>
</table>

Source: Institute of International Education, *Open Doors Report*

Of the top ten study abroad destinations three were English speaking and three were Spanish speaking. Historically there have been four Spanish speaking countries in the top ten list when Mexico is included. Mexico is a natural destination for U.S. students but the current unrest and State Department advisories have taken Mexico off the list in recent years. In the past the Leeward CC Study Abroad Program has offered very successful study abroad programs to Mexico, Costa Rica, Cuba, Spain, and Chile.
The popularity of these study abroad destinations are an indication of the countries and cultures that our students are most interested in. In the fall of 2014, three out of thirteen of the University of Hawaii at Manoa Semester/Year study abroad programs were to Italy; Italy had the most semester/year study abroad programs of any country. There was one program to Seville, Spain. Eight out of thirteen study abroad programs were to Europe. Of the eleven summer programs, one was to Florence, one was to Seville and one was to Mendoza, Argentina. Eight out of eleven of the summer programs were to Europe.

The University of Hawaii’s major focus is on Asia as it should be, but I believe that the University is missing out on some important opportunities. Hawaii Pacific University has been very successful in recruiting foreign students. Over 50% of Hawaii Pacific University’s international students come from Europe and Latin America, sources that are virtually untapped by the University of Hawaii. When I was recruiting for the 2010 Argentina study abroad students told me they were most interested in study abroad options to Europe. A criticism I have heard from international students at the University of Hawaii is that the University draws students from too few countries. Students prefer meeting people from many different countries, and are disappointed when they sign up for a study abroad program only to find they are surrounded by people from their own country.

In the coming year I will focus exclusively on improving my Italian by continuing to watch Italian videos and continuing my review of Italian grammar and vocabulary. In the spring of 2014 I joined the Friends of Italy Society of Hawaii where I am able to practice Italian at the club’s events. I have mastered many areas of vocabulary and grammar during the past year but over time I become rusty and lose mastery of an area unless I go back and review it. My Italian is not as strong as my Spanish and there is a danger of losing the progress that I have made so far in Italian. It has happened before. After the summer of 2006 when I studied Italian in Rome at John Cabot University I became Curriculum Committee Chair for two years beginning in fall of 2006; that spelled the end of my Italian studies. The time demands of being Curriculum Committee Chair did not leave me any time to continue my studies in Italian or time for much of anything else. My first year was the second year that assessment had begun to have its dramatic impact on the workload of the committee. In my first year I only received three credits a semester as Chair. Despite all of my efforts and time, with my promotion applications of 2009 and 2010 the responses of the DPC, DC and TPRC were overwhelmingly negative. Among other reasons, they felt that my two year tenure as Curriculum Committee Chair did not count as leadership or service to the College because of the assigned time I had received. I found that surprising since the Curriculum Chair is one of the most important faculty leadership positions on this campus. If I had known beforehand that I would not be receiving credit for my work as Curriculum Committee Chair I would not have agreed to take on that role.

Once my Italian is stronger I will return to the study of Spanish in the fall of 2015. I would like to work on attracting more international students to Leeward CC, create study abroad opportunities for our own students, participate in faculty exchanges, and develop
partnerships with institutions overseas. In the sections below (Italian Language and Spanish Language) I have documented my efforts during my sabbatical year in learning the Italian and Spanish languages and familiarizing myself with Italian, Spanish and Latin American cultures.
ITALIAN LANGUAGE

ITALIAN VOCABULARY

I memorized 3,500 of the most commonly used Italian words listed in NTC’s Beginner’s Italian and English Dictionary. I have cycled through this a number of times but there are still some words that I forget. I will continue to cycle through this list to strengthen my vocabulary.

ITALIAN VERBS

Barron’s Complete Italian Grammar Review was my bible during my sabbatical. I mastered the first, second and third conjugations for the following verb tenses:

Present Indicative Tense including the irregular verbs essere, fare, andare, stare, dare, dire, venire, dovere, potere, volere, bere, salire, sapere, scegliere, tenere and uscire.

Imperfect Tense including the irregular verbs bere, dare, dire, essere, fare and stare.

Preterit Tense including the irregular verbs bere, essere, avere, dare, dire, fare, stare, chiudere, conoscere, dovere, leggere, mettere, potere, prendere, rispondere, scrivere, sapere, vedere, venire, vivere, volere, apparire, aprire, coprire, correre, dipingere, dolere, decidere, nascere, ridere, rimanere, rompere, scegliere, scoprire, soffrire, tenere, valere, vedere, and vincere.

Future Tense including the irregular verbs andare, avere, cadere, dovere, potere, sapere, vedere, dare, dire, fare, stare, berre, essere, rimanere, venire and volere.

Present Perfect including the irregular past participles accesso, apparso, aperto, bevuto, chiesto, chiuso, coperto, corso, dato, detto, stato, fatto, letto, messo, morto, nato, preso, riso, rimasto, risposto, rotto, scelto, scoperto, scritto, sofferto, visto, venuto, and vissuto.

I also mastered the pluperfect tense, the future perfect tense, the conditional tense, the past conditional tense, the imperative tense, the progressive tense and the indefinite tense. I am still weak in the subjunctive tenses and need to focus more on the proper use and conjugation of these tenses.

OTHER PARTS OF SPEECH

I studied nouns (gender and number), articles (definite and indefinite), demonstratives, partitives, adjectives (descriptive and possessive), adverbs, prepositions and pronouns (subject, object, reflexive, relative, demonstrative and possessive). Object pronouns are especially challenging in Italian; this continues to be an area that I need more work on. Special topics that I studied included the verb piacere, numbers, telling time, and
dates and weather. During the year I mastered the material in all these areas, but it quickly gets rusty. I will continue to review these areas to strengthen them.

**READING & WRITING ITALIAN**

**Reading Italian.** Reading is the first step and the easiest step in learning a foreign language. I have practiced my reading by reading articles in Italian Wikipedia.

**Writing Italian.** Writing is more difficult than reading. With reading all you have to do is recognize and understand what is on the page in front of you. Writing is more of a challenge because you have to start from scratch on a blank piece of paper. Italian is overwhelmingly phonetic and consistent so if I can speak a sentence in Italian I can write it. The only real problem that I have is with double consonants in Italian spelling. The spelling of words with double consonants has to be memorized and I need a lot more work on that. It is important. For example, anno means year and ano means anus.

**SPEAKING & LISTENING TO ITALIAN**

**Listening to Italian.** After reading you have to train your ear to understand spoken Italian. I found movies difficult to understand because of the emotions, unclear pronunciation, and use of dialects. As a beginner I found documentaries much easier to understand. My favorite documentary is *Ulisse, il Piacere di Scoperta* which I watched on YouTube. *Ulisse* concentrates on history and art in Italy so that I can deepen my understanding of Italian culture while I am learning the Italian language. I understand about 75% the first time I watch a program. After I watch a program several times I understand close to 100% and continue to focus on the grammar and the vocabulary. Immersing yourself in a language this way has real payoffs for improving your listening and speaking skills.

**Speaking Italian.** At this point I find it easiest talking about the documentaries that I have watched. I developed a firm base in proper pronunciation when I took an Italian 101 class in Rome in summer 2006. For the last year I have used websites such as Vocabolaudio.com to review the proper pronunciation of Italian words.

**TRAVELING IN ITALY**

I have traveled to Italy many times over the years, but my focus has always been on Venice, Florence, Rome and Naples and sites that are easy day trips from these cities. The summer of 2002 was the first time I ventured beyond these cities, traveling through the regions of the Veneto, Marche and Umbria with a cousin who lived in London. His former neighbors had been chemists who had worked in art restoration at the National Gallery and Victoria & Albert Museum and had retired in Umbria.

Italy is characterized above all by it regionalism. In the summer of 2013 I spent two months traveling throughout northern Italy. I visited Turin, Genoa, Santa Margherita,
DOING BUSINESS IN ITALY

Italy is the ninth largest economy in the world. It is part of the European Union which is the largest economy in the world. An interesting aspect of the Italian economy is its focus on producing exceptionally high quality goods for very limited markets. Italy is a world leader in luxury goods. For example, the Lamborghini Veneno Roadster sells for $4.5 million each. Only nine were made in 2013. Each car is handmade. Italy creates distinctive brands with worldwide reputations that are very difficult for companies in other countries to compete with. Well known Italian luxury brands include Prada, Dolce & Gabbana, Versace, Salvatore Ferragamo, Bulgari, Fendi, Gucci, Ferrari, Alfa Romeo, Maserati, Ducati, and Lamborghini. The market for luxury goods is growing rapidly. Designer brands are especially popular in Japan and China. The dramatic rise in income inequality in the United States means that an increasing number of people in the top 1% are in the market for products like the $4.5 million Lamborghini Veneno Roadster. The United States is Ferrari’s largest market in sales and also in the number of Ferraris on the road. Italy is successful as a producer of luxury goods because of its highly skilled labor force and infrastructure, related and supporting industries, the discerning tastes of local consumers and firm strategy, structure and rivalry. These are the four attributes of national competitiveness (Michael Porter’s Diamond, four attributes of national competitiveness).

I visited the Triennale di Milano, a design museum in Milan. Milan is the center of Italy’s fashion and design industry. The Triennale di Milano is a showcase of the Italian genius for design in fashion, architecture, furniture, even appliances, and highlights the connections between art and industry. Ferrari is considered to be the most valuable brand in the world. Steve McQueen’s 1967 Ferrari 275 GTB14 was in the Ferrari Museum in Marenello when I visited. It had just been restored by the Ferrari Classiche Department. It sold for $10.2 million at the Pebble Beach Collector Car Auction in 2014. At the same auction a 1962-1963 Ferrari 250 GTO sold for $38.1 million. A growing part of Ferrari’s business is restoring Ferraris at the Ferrari Classiche Department in Maranello where each car is given a certificate of authenticity. All Ferraris are handmade. I also visited the Enzo Ferrari Museum in Modena, the site of Enzo Ferrari’s boyhood home and the National Automobile Museum in Turin, a short distance from the original FIAT factory (with the famous banked racecourse on the roof). The collection of the National Automobile Museum included Ferraris, Lamborghinis, Alfa Romeos and Maseratis. There was even a Model T donated by the local Ford Company.

High quality goods and services are essential for success in today’s global markets. Italy’s luxury brands are examples of “extreme” high quality. In these industries Italy is not the lowest cost producer or the largest producer in terms of units produced. Italy
has not lost companies in the shoe, clothing and automobile industries to overseas producers to the extent that so many other countries have. Italian workers in these industries are highly skilled and highly paid. Italy has capitalized on its strengths to create highly distinctive brands with strong customer loyalty.
SPANISH LANGUAGE

VOCABULARY

I have a good vocabulary in Spanish but I was surprised how many common words I didn’t know. To reinforce my Spanish vocabulary I made sure that I knew all 3,500 of the most commonly used Spanish words listed in NTC’s Beginner’s Spanish and English Dictionary. I have cycled through this a number of times but there are still some words that I forget. I will continue to cycle through this list to strengthen my Spanish vocabulary.

SPANISH VERBS

Barron’s Complete Italian Grammar Review was my most important reference for my study of Spanish during my sabbatical. I did not learn the plural familiar form vosotros when I originally studied Spanish so I learned it during this sabbatical. I mastered the first, second and third conjugations for the following tenses:

Present Indicative Tense including the irregular verbs poner, caer, hacer, salir, traer, valer, tener, venir, decir, oir, saber, haber, ir, dar, ver, conducir, conocer, obedecer, adormecer, agradecer, aparacer, complacer, crecer, desaparecer, establecer, merecer, ofrecer, paracer, permanecer, pertenece, lucir, producir, reducir, traducir, haber, ser, estar, entender, querer, recodar, poder, apretar, ascender, atravesar, calentar, cerrar, comenzar, confesar, defender, despertar, empezar, encender, enterrar, gobernarn, recomendar, regar, reventar, sembrar, sentarse, temblar, tropezar, acordarse, acostarse, almorzar, apostar, apropar, avergonzar, colgar, contar, costar, doler, demostrar, forzar, morder, mostrar, mover, probar, resolver, soltar, sonar, torcer, volver, mentir, dormir, servir, convertir, digerir, divertirse, herir, hervir, preferir, referirse, sentir, sugerir, morirse, competir, corregir, despedir, elegir, freir, medir, pedir, reirse, repetir, seguir, sonreir, der, servir, convertir, digerir, divertirse, herir, hervir, preferir, referirse, sentir, sugerir, morirse, competir, corregir, despedir, elegir, freir, medir, pedir, reirse, repetir, seguir, sonreir, tenir, vestirse, jugar, oler, llover, nevar, incluir, atribuir, concluir, construir, contribuir, destruir, distribuir, huir, unfluir, sustituir, enviar, continuar, guiar, confiar, espiar, resfríarse, variar, actuar, descontinuar, evacuar, graduar, insinuar, recoger, dirigir, escoger, encoger, exigir, fingir, protoger, distinguir, conseguir, perseguir, seír, vencer, convencer, espacir, ejercer, frunir, and torcer. (You could devote an entire year’s sabbatical to learning just irregular verbs).

Imperfect Tense including the irregular verbs ir, ser and ver.

Preterit Tense including the irregular verbs: (stem changing -ir verbs—repetir, dormir), (verbs with spelling changes in the first person singular only—k—explicar, buscar, sacar, mascer, pescar, equivocarse, sear, colocar, acercarse, embarrarse, indicar, marcar, eduard—g—llegar, agregar, entregar, pegar, apagar, pagar, jugar, castigar, navegar, cargar, juzgar, olar, tragar—z—rezar, abrazar, alcanzar, almornzar, cruzar, gozar, organizar, empezar, rechazar, comenzar, reemplazar, and tropezar), (verbs with changes made in the third person—creer, oir, leer, caer, poseer, proveer, incluir, obstruir, clonar, destruir, contribuir, distribuir, substituir, construir, huir). Other
irregular verbs—tener, estar, andar, traer, decir, traducir, querer, poner, hacer, saber, caber, venir, ser, ir, dar.

**Future Tense** including the irregular verbs saber, caber, poder, querer, haber, poner, salir, tener, venir, valer, decir and hacer.

**Present Perfect** including the irregular past participles abierto, cupierto, puesto, vuelto, escrito, roto, muerto, visto, dicho and hecho.

I also mastered the pluperfect tense, the future perfect tense, the conditional tense, the past conditional tense, the imperative tense, the passive and impersonal constructions, the progressive tense and the verb infinitive. I am still weak in the subjunctive tenses and need to focus more on the proper use and conjugation of these tenses.

**OTHER PARTS OF SPEECH**

I studied nouns (gender and number), articles (definite, indefinite and neuter), demonstratives, partitives, adjectives (descriptive and possessive), pronouns (subject, object, reflexive, relative, demonstrative and possessive), adverbs, and prepositions. I also studied special topics such as numbers, telling time, and dates and weather.

**READING & WRITING SPANISH**

**Reading Spanish.** Most of my emphasis in Spanish while living in Hawaii has been on listening and speaking. During my sabbatical I have been reading Spanish more, usually articles in Spanish Wikipedia.

**Writing Spanish.** Spanish is almost completely phonetic so if I can speak it I can write it.

**SPEAKING & LISTENING TO SPANISH**

**Listening to Spanish.** I have maintained my Spanish while living in Hawaii by watching Spanish movies, especially movies by the Spanish director Pedro Almodovar. In recent years I have accessed more Spanish programs through YouTube.

**Speaking Spanish.** I was fluent in Spanish before my sabbatical but have used my sabbatical to correct many errors in vocabulary and grammar.

**TRAVELING IN SPAIN**

In addition to language I have long been interested in the history and art of Spanish speaking countries. I have traveled extensively throughout Spain and Latin America. I lived in a Spanish speaking dormitory while I was in college. I have a brother and a niece who are fluent in Spanish and we practice the language whenever we are together. My niece just graduated from college and has worked in Madrid for the last
year. She was hired by the Spanish government to teach English in a primary school in Madrid. I visited her in the summer of 2014 and met with the staff of the school she worked at. In her first year she taught Spanish to first graders. She signed on for a second year and will be teaching Spanish to first and second graders. The goal of the school is for all the grades to eventually become bilingual.