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What can be learned from the country's first university owned brewery and brewpub? A case study

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1. Introduction

The concept of providing experiential learning or hands-on learning opportunities to complement classroom learning is not novel. There are current examples, such as Penn State's Berkey Creamery and Georgetown University's Alumni and Student Federal Credit Union, which have successfully linked the knowledge learned in a traditional classroom setting to providing practical work experiences. In many ways, they have taken the idea of experiential learning one-step further by essentially creating student-operated businesses. While these examples are not new to the landscape of higher education, there has been little written or published on what can be learned from these educational experiences.

This qualitative case study focuses on the creation of Innovation Brew Works (IBW), which is the country's first university-owned on-campus brewery and brewpub. Located within California State Polytechnic University, Pomona's (Cal Poly Pomona) Innovation Village, IBW provides experiential learning opportunities, as well as highlights an innovative addition to the educational and social environment and surrounding Pomona community.

As mentioned above, IBW was an original concept. And, given the competitive recruitment landscape in higher education, it may not be an entirely surprising addition to the campus landscape. Higher education institutions have long used their facilities and infrastructure to distinguish themselves from each other. However, with the creation of IBW, Cal Poly Pomona found a new way to stand-out amongst the crowd.

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2. Creating innovation Brew works

At the entrance to Cal Poly Pomona's Innovation Village sits Building 220A. While this building had housed a number of different businesses over the years, these businesses had historically failed to drive the sort of revenue to be profitable. In 2012, dining services hired a consultant to look at all dining services on campus. That consultant surveyed students to see what dining additions they wanted on campus. One of the areas students consistently requested was a bar. Cal Poly Pomona had had a bar in the 1990s called Blazing Saddles. It was centrally located on campus, within the University's student union. Cal Poly Pomona Foundation's former Executive Director, Paul Storey, described Blazing Saddles as a poor fit for campus and said it seemed to encourage unhealthy alcohol consumption habits. The location of Building 220A represented a unique opportunity to explore a location to serve alcohol on campus.

During the application process to the alcohol beverage control board, Cal Poly Pomona was asked to take their request to Pomona's city council to obtain a conditional use permit. According to Cal Poly Pomona's Director of Dining Services, Aaron Neilson, the initial request to city council was denied because they felt it was not consistent with Cal Poly Pomona's mission as a university. At that time, Cal Poly Pomona pulled back the project to reevaluate their request. According to Storey, it was around this time that the idea to create an educational brewery developed.

Initially, the idea was to utilize Cal Poly Pomona's College of the Extended University, which offers continuing education and certificate programs geared toward enhancing an individual's career skillset. With this idea in mind, Neilson conducted some market research as to what sorts of educational programs would be helpful for the brewing industry. Neilson began to regularly attend Brewvengers meetings, which was a collaborative group of about 20 local and regional brewers. It was here Cal Poly learned that the industry desperately needed a cellarmen (later called the Assistant Brewer Training Program) program. Neilson described cellarmen as those individuals who do the grunt work of operating a brewery. They make sure everything is cleaned and sanitized, they take stock, and they assist on brew day. They are not, however, typically the individuals doing the actual brewing or creating the recipes. While IBW would later expand to include opportunities for students within the Collins College of Hospitality Management, this Assistant Brewer Training Program created the framework for being able to move this idea forward.

With a revised educational focus, Cal Poly Pomona Foundation's Executive Director sought approval from the University's President, Michael Ortiz, to proceed with the concept. Storey recalled Ortiz's initial reaction to the request as speechless. However, after expounding on the concept and presenting the facts, Ortiz gave the approval to move forward with seeking Cal Poly Pomona Foundation board approval. According to Cal Poly Pomona Foundation board minutes, that approval came during the November 13, 2013 Board of Directors Meeting. There, in a unanimous vote, the Cal Poly Pomona Foundation approved a capital request of \$400,000 to convert the CTTi Café into a brewery laboratory. The board noted its potential educational value and the creation of a revenue stream for the Cal Poly Pomona Foundation that was "consistent with the Dining Services Master Plan" (Cal Poly Pomona Foundation, 2013, p. 2). From there, Cal Poly Pomona hired Ritual Brewing's co-founder, Owen Williams, to help with the design and build of IBW. With his knowledge and expertise, a functional brewery was created within building 220A. In addition, the brewery was designed to be educationally focused, with teaching/learning stations where students could experiment. In September 2014, IBW officially opened and by December 2014, began officially brewing their own beer. Following its opening, Cal Poly Pomona expanded their educational offerings at IBW by providing internships through the Collins College of Hospitality Management. In addition to an internship in brewing, Collins College Hospitality Management students could also intern on the food side of IBW. According to one of the Associate Deans of the Collins College of Hospitality Management, Michael Godfrey, they were able to build on objectives of other internships and offer education about different beers and styles, as well as pairings with food, and running and operating a brewery and brewpub.

3. Literature review

IBW, as a concept, was feasible because of its roots in experiential learning. According to Kolb (1984), experiential learning highlights the relationship between education, work and personal development. In its simplest form, Kolb (1984) defines experiential learning as the "process whereby knowledge is created through the transformation of experience" (p. 49). Experiential learning opportunities have been linked to a myriad of benefits for students, higher education institutions, and employers. For students, research has shown improvement in perceived problem solving skills (Barnwell, 2016), self-confidence (Short, 2013), the development of 'soft skills' (Andrews & Higson, 2008), and personal maturation (Cook, Parker, & Pettijohn, 2004).

Higher education institutions also benefit from having their students participate in experiential learning opportunities. Weible and McClure (2011) found that experiential learning opportunities have improved classroom discussion as well as helped to connect course materials and employment experiences. Additionally, research has shown that experiential learning opportunities positively influence student persistence and retention (Trede & McEwen, 2015).

Employers also benefit from having applicants who have participated in experiential learning opportunities. According to Sykes (2016), students that participated in experiential learning were more likely to have the skills needed to add immediate value to their organization and they also required less training. In certain cases and settings, experiential learning opportunities can serve as a trial to evaluate whether a candidate has the technical skills and personal attributes to excel in an employed relationship (Coco, 2000 & Degraev, 2011).

Testifying before the US Senate in 2013, University of Wisconsin Professor Sara Golrick-Rab described college campuses as "glorified summer camps" and that administrators were engaging in an "arms race to have the most impressive bells and whistles" (Robinson, 2017, para. 1). And while this argument may be somewhat sensationalized, research has shown a significant increase in spending on student services and amenities. As noted by Delta Cost Project's (2010) report, spending on student services outpaced instruction for the past decade for all postsecondary sectors. Additionally, spending declined against increased spending on academic

support (libraries and computer) and institutional support (administration).

While the trend in spending less on the academic mission is concerning, it seems as though universities are simply responding to market demands. In their 2011 study, Jacob, McCall, & Stange studied the importance of university consumption attributes in schooling decisions and the implications for university strategic decision making. In their paper, [Jacob et al. \(2013\)](#) define consumption attributes as those whose “benefits arguably accrue only while actually enrolled” (p. 4). [Jacob et al. \(2013\)](#) found that college spending on student activities, sports and dormitories are significant predictors of college choice and more influential than instructional spending or academic support. In fact, they estimate that “students would be willing to pay 7 percent more to attend a school that spends 100 percent more on students and auxiliary services but are unwilling to spend more to attend a college that spends more on instruction (in fact the point estimate is negative)” ([Jacob et al., 2013](#), p. 4). In addition to being a factor in choosing a college, research has shown that increased expenditures in the areas of facilities and amenities could positively impact graduation and persistence rates. In their 2010 study, [Webber and Ehrenberg \(2010\)](#) found that reallocating funds from instructional to student services actually improves graduation and persistence rates.

4. Methodology

Cal Poly Pomona’s IBW served as the setting for this qualitative case study. Qualitative data was collected through interviews, observation and document analysis.

The case study methodology seemed appropriate based on [Bromley’s \(1986\)](#) description of when to use a case study. According to [Bromley \(1986\)](#), “All case study research starts from the same compelling feature: the desire to derive a(n) (up-)close or otherwise in-depth understanding of a single or small number of ‘cases’ set in their real world context” (p. 1). Similarly, [Yin \(2012\)](#) notes that a case study is used when the researcher wants to study a phenomenon within its real-world context or when a study favors the collection of data in natural settings. [Merriam \(1998\)](#) provides a thorough outline of the strengths and weaknesses of the case study methodology. According to [Merriam \(1998\)](#), case studies are more concrete, more contextual, more developed by reader interpretation, are “anchored in real-life situations, which results in a rich account of a phenomenon,” and are best suited for studying “educational innovations, for evaluating programs, and for informing policy” (p. 41). According to [Merriam \(1998\)](#), however, case study research can be lengthy, oversimplified, and limited by researcher bias.

For this study, I conducted on-site campus interviews and telephone interviews with representatives from Cal Poly Pomona including administrators, students and faculty. I utilized a type of non-probability, purposive sampling known as snowball sampling to select participants. As [Maykut and Morehouse \(1994\)](#) describe, snowball sampling occurs when one research participant or setting leads to another or snowballs. In total, 12 interview were conducted. All interviews, which were conducted utilizing an open-ended question format, were digitally recorded and took between 20 and 45 min. Those interviewed represented various levels of experience, perspective, and responsibility for IBW. See [Table 1](#) for participant names, positions and years of service at Cal Poly Pomona.

I also utilized observation at the brewery and brewpub. Here, I gained a better understanding of the relationship between IBW, the campus and the greater Pomona community. Additionally, I saw firsthand the experiential learning opportunities available and the interaction between student workers and the business environment. While observing, I actively observed the environment and took detailed field notes through freeform journaling. I spent approximately 7 h during my site visit to reach observational saturation. These hours were spread over 4 different visits to the brewery, with visits occurring during lunch, dinner and near closing.

I used document analysis as part of the data collection process. First, I reviewed available Cal Poly Pomona Foundation Board of Trustees meeting minutes, including Board of Directors’ meeting minutes, during the decision making process. Next, I spent significant time reviewing the IBW website, including links to articles written about the creation of IBW. I then reviewed Cal Poly Pomona’s main website, specifically looking at the sections related to Cal Poly Pomona’s mission and campus life. Additionally, I reviewed the College of the Extended University and the Collins College of Hospitality Management website sections as they utilize IBW for educational experiences.

The process I used to analyze interview data was as follows: listened to the transcripts multiple times; personally transcribed each interview; read and reread transcripts multiple times; cut and sorted quotes and expressions based on my research questions; reread

Table 1
Participants’ information.

Participant Name	Participant’s Current Position	# of Years at the Institution
Godfrey, Michael	Associate Dean, The Collins College of Hospitality Management	26
Ashton, Charlene	Associate Director, College of the Extended University	6
Bassett, Eric	Brewmaster & Former Student	2
Young, Melody	Brewery & Brewpub Manager	2
Neilson, Aaron	Dining Services Director	9
Storey, Paul	Executive Director, Retired	22
Dargan, Benardo	Interim Associate Vice President & Dean of Students	1
Williams, Owen	Lecturer, The Collins College of Hospitality Management	11
Sidener-Mercado, Belisaria	Manager & Former Student	3
Ortiz, Michael	President Emeritus	11
Current Student	Student, Current	3
Current Student	Student, Current	3

quotes and expressions after initial cut and sorting to identify repetition; cut and sorted quotes and expressions a second time based on the previous step to better align with the themes that had emerged from the more well-defined categories that had developed. I went through a similar process for both my observation and document analysis notes and then used these to add richness to the themes that emerged through the interview coding process described above.

5. Findings

As a result of the above data analysis, four major themes emerged as having been essential in the creation and operation of IBW. These themes included: the environment; administrative control and oversight; establishing IBW's identity; and a mission-centered focus.

5.1. Theme 1: Environment

Understanding the institution's environment at the time the decision was reached to create IBW is significant to the overarching research question, "What can be learned from the country's first university owned brewery and brewpub?" In this study, environment refers to the students, culture, decision makers and physical location at the time IBW was created.

Cal Poly Pomona and its plan to create an on-campus brewery and brewpub benefited from having experience in serving alcohol on campus. They had a past example, Blazing Saddles, which had failed, largely due to the described "unhealthy drinking habits" it encouraged. They did, however, have an example of a successful venture in this area. Operated and managed by Collins College of Hospitality Management students, the Restaurant at Kellogg Ranch had a long history of serving beer and wine on campus. Additionally, the university also had a pizzeria, Round Table Pizza, which also served beer. As described by multiple interviewees, these restaurants served as a baseline for anticipated consumption if they were to establish a brewery and brewpub on campus. With these examples, Cal Poly Pomona officials knew what they could be and what they did not want to be.

Cal Poly also had a good understanding of their student population. At the time, Cal Poly Pomona had an enrollment of over 25,000 students, with over 24,000 being undergraduate students. While Cal Poly Pomona had a large student population, they had a significant portion of students who commuted and a significant portion who were not of legal drinking age. As Interim Associate Vice President and Dean of Students, Benardo Dargan, described, "The majority of the population either isn't of drinking age or isn't on campus." Additionally, interviewees noted that, for the most part, the type of drinking behavior noted at other universities was not consistent with Cal Poly Pomona students.

Similar to the student population, the campus culture was also an important environmental component. While no college campus can avoid the opportunities for unhealthy drinking habits, Cal Poly Pomona had a history of discouraging the practice (Blazing Saddles, for instance). In addition, Cal Poly Pomona has avoided some of the cultural norms that leads to overconsumption on other campuses. As Storey described:

This is a good campus. I have been at [at other campuses] and everything is crazy because of sports. They have drinking and tailgating that starts on a Friday afternoon and doesn't end until Sunday morning. This type of environment fosters the abuse of alcohol. We are not that type of campus.

Another environmental component that emerged as a key piece in moving IBW forward was leadership. This idea moved forward without significant pushback because of known and trusted leadership, both at the university and at the foundation level. At the time, Cal Poly Pomona's President had been with the university for 6 years and the Foundation's Executive Director had been there for 15 years. According to Storey, their leadership history helped move this project from concept to reality.

Luckily, I had a President who had been here for 6–7 years and had worked with me. We had been able to do several projects together so he trusted me. I think that always helps. New administration and a new president, it would have been a tougher sell. We had a good relationship with the Foundation board. I think the President has a lot to do with how that works. I always thought we'd have objections, but we never had them. They just didn't object. They knew us and trusted that we knew what we were doing.

The last environmental factor that seemed to help in moving this concept forward and that has helped maintain a safe environment was the physical location of IBW. IBW is located in Innovation Village, which is on the fringe of campus. As Ortiz described:

We weren't plopping this down in the center of campus. Having it in a position where it was also across the street from resident facilities that housed only upper division students and graduate students who have a legal right to drink alcohol if they choose to, certainly helped as well. We also set the hours of operation. We would be open early and wouldn't be open late. We made those plans in advance.

5.2. Theme 2: Administrative control and oversight

A second theme that emerged from the interviews that allowed for successful integration into the Cal Poly Pomona campus was administrative control and oversight. Cal Poly Pomona administrators carefully controlled the rollout, messaging, and the operation of IBW. To effectively manage the creation of IBW, which was fraught with ethical concerns, administrators took a hands-on approach and have remained involved in the brewery's operations.

One of the strongest and consistent areas of messaging in rolling out and operating IBW has been in teaching the responsible

consumption of alcohol. In addition to this being a consistent message throughout interviews, it was also a passionate message. As Melody Young, Brewery and Brewpub Manager, noted:

Drinking isn't the problem. Alcohol isn't the problem. It is over drinking and using it for whatever reasons that cause overdrinking. We do not encourage overserving or overdrinking by any means. We are there to be a positive influence. These students can be at an age when they are discovering alcohol so we want to be a positive example of how it's appropriately consumed.

Another area that was carefully controlled was marketing. Administrators that were interviewed consistently noted the importance of how IBW was marketed. Obviously, they wanted to market that they were a brewery, but felt it was just as important to market that they were an educational brewery and a restaurant. As Storey noted:

It was challenging to decide exactly how much to market. You don't want to go over the top about beer, but you want to be very clear about the type of facility it is. That said, we weren't going to be advertising any "happy hours." Instead, we wanted to focus on the educational and food aspects in our advertising.

In reviewing the brewery's website, you can see their approach in action. The large scrolling picture marquee of the brewery's main page does not actually show any pictures of beer or people consuming beer. Instead, the website users see pictures of the facility, including brewing equipment, multiple images of food, merchandise, and past brewing awards received. Below the scrolling marquee, the majority of information describes IBW's relation to Cal Poly Pomona and also to the educational mission of the brewery. Again, actual information about the brewed beer is relatively minimal.

5.3. Theme 3: Establishing IBW's identity

A third theme that helped in the creation of IBW and that continues to impact the direction of IBW relates to establishing an identity. Throughout my interviews, there seemed to be a conflict in understanding IBW's identity. In other words, is it an amenity or an academic building? Is it educational facility or a business? The answer to this question actually seems to be fluid, depending on your perspective and use of the facility. As Godfrey described:

[IBW] has two faces in my mind. Face number one is public facing in that it faces out into the community. That messaging gets wrapped into driving revenue and drawing the community here. Driving the revenue will help sustain the program and help grow it. The second face, the campus facing side, is more about education, crafting an education, our tagline. It's more about using this as a centerpiece to educate students. We are connecting to Cal Poly with the learn by doing aspect.

As discussed earlier, universities are constantly evaluating their facilities and seeking ways to attract and retain students. As there becomes less and less separation in some of the traditional facilities, universities have looked at other facility options to be unique. Similarly, IBW was partially created to fulfill a need for their Innovation Village business park, but was also created to fulfill an academic niche. Interviewees acknowledged all sides of this equation. They argued that this is why the facility has been successful. This fluidity in identity, though, caused some of the only friction I identified during my site visit. As Bassett noted:

Since we have new students coming in here every few months, it's hard to be consistent to the brand. You have to keep yourself brand focused. It's actually a good lesson for students here. Everyone wants to put their stamp on something they're a part of here. But if you are not dropping things consistently and around a central idea, it becomes difficult to identify who you are. This idea is a great lesson in quality control for students. But it can be a challenging way to run a brewery.

Another area that seems to be involved in establishing an identity for IBW is its relationship to the Pomona community. IBW is open to the public. Because of its location within Innovation Village, Cal Poly Pomona felt the brewery was well-suited for the public and also created more of a community with the city of Pomona. In addition, IBW has served as a way to potentially bring people back on campus or get people on campus for the first time. As Ortiz described:

[IBW] brings a whole new community from the outside back to the campus as well as those who weren't Cal Poly Pomona alumni. It brings them back on campus in a social setting and hopefully helps connect them with the university. It has really strengthened our ties with the Pomona community, similar to how the [Restaurant at Kellogg Ranch] has.

As described above, IBW's identity has continued to evolve since opening its doors in 2014. Throughout the process from concept to creation, IBW has grown in its breadth, but has continued to maintain its balance as an amenity, an academic facility, and as a business.

5.4. Theme 4: A mission-centered focus

The final theme that emerged is IBW's commitment to the university's mission. Cal Poly Pomona's mission is defined as the following, "We cultivate success through a diverse culture of experiential learning, discovery, and innovation" (About Cal Poly Pomona). Cal Poly Pomona's Latin motto, *Instrumentum Disciplinae*, which translates to "Application of Knowledge," takes this learn-by-doing approach a step further. The concept of learn-by-doing was actually the most commonly used phrase across all interviews. Additionally, when you first walk into IBW, one of the first things you will see is a large sign above the ordering counter that reads, "Crafting an Education." It is the first of many reminders that this is an educational brewery. As Storey described:

The missions of [IBW] is the same as the mission for the whole university, it's learn by doing. It's just a different playground. It's a business that emphasizes cooperation and gives students an opportunity to not only learn the business, but also learn the craft. We try to get students in all of the different areas of the operations. We try to utilize students' unique talents and let them run

with ideas. They also get a chance to develop some of the soft skills that are hard to learn in a classroom like communication and teamwork.

Cal Poly Pomona's mission, rooted in experiential learning, is geared towards preparing its students for employment. Across the University, there is specific emphasis on placing students in situations that would mimic a typical work environment. As Neilson described:

The mission of [IBW] is crafting an education. Its foundation is based in the Cal Poly Pomona mission of learning by doing. It's integrated learning where students from multiple disciplines can come and work in an environment where they get to apply the things they learn in the classroom to the workplace. It gets them real world experience they can take in to the world to help them succeed. It's about the students learning and applying their knowledge.

In my discussions with students, they were attracted to Cal Poly Pomona's emphasis on experiential learning and preparing students for employment. In talking with former student Belisaria Sidener-Mercado, it took time to realize all she had learned while working at IBW.

I didn't realize it at the time, but working at [IBW] definitely helped prepare me [for employment]. The reason I ended up in [the Collins College of Hospitality Management] was that I wanted to go to culinary school, but my mom wanted me to get a degree. That's how I ended up there. Through that, though, I got experience with ordering, taking inventory, all that kind of stuff. I got experience with cost control and all of those things. I had learned about those things in school, but I got to use them in a real setting. I also got to work on menu development, making items, testing them, tweaking. Eventually, they asked me to be a lead so I got to work on my leadership style. I couldn't have gotten that experience anywhere else.

In addition to providing experiential learning opportunities, an area of strength for IBW has been its promotion of interdisciplinary learning. By learning to work with people from different disciplines, IBW is preparing its students for a typical work environment. As Mercado described:

You don't have to be a brewery student or a hospitality student to work at [IBW]. Actually, it's interesting, most students that work at [IBW] aren't hospitality majors or anything like that. My view on everything and their view on everything is so different. That can sometimes create conflict, but it can also help with perspective.

IBW's focus on experiential learning has made it a legitimate and logical addition to the Cal Poly Pomona campus. It has filled an education need, while providing a welcome addition to the Cal Poly Pomona community and to its Innovation Village.

6. Discussion and conclusion

As stated earlier, the concept of providing experiential learning or hands-on learning opportunities to complement classroom learning is not novel. What IBW does provide, however, is a novel mode of providing experiential learning opportunities. Additionally, IBW has coupled an academic setting and a revenue generating amenity, which may be particularly attractive for universities during challenging economic times. At a time where competition for students is fierce, IBW may be an attractive amenity for potential students. And while it certainly may not be the deciding factor, it does fit with current literature suggesting that universities are best-served investing in consumption attributes.

While a brewery and brewpub may not be a reasonable option for all higher education institutions, it made sense for Cal Poly Pomona. They understood the school's environment, including their student population and the related culture. They understood that they could leverage the school's emphasis on learn-by-doing to help sell this as an academic investment. They understood that they had strong and consistent leadership, both at the University (President) and Foundation (Executive Director) levels. They understood that administrative leaders would need to be involved and remain involved in the operations and marketing. These factors coalesced in providing the ideal environment to move this idea from concept to reality.

Given the challenging relationship between higher education and alcohol, IBW is not initially easy to envision on a college campus. It seems to be an invitation for overconsumption. It seems contradictory to be generating revenue on the very thing that causes so many problems on college campuses. This case, however, is not a case of arrogance, ignorance or naivety. These were topics of discussion during the conceptual stage. Cal Poly viewed IBW as an opportunity to educate and normalize, not sensationalize, the consumption of alcohol. It was evident throughout interviews that IBW was not created to replace all drinking establishments in Pomona. Instead, it provided an academic option for students, rooted in celebrating the craft and promoting responsibility. This is actually a powerful message to send to students. Instead of avoiding the subject, Cal Poly Pomona has decided to model an approach to responsible alcohol consumption on campus.

Given the uniqueness of each college campus, it can be challenging to generalize results of a single-site case study. That said, it is hard to ignore what Cal Poly Pomona has accomplished with the creation of IBW. They have provided a roadmap for considering a novel amenity that serves two important functions. First, IBW serves as an educational facility, providing hands-on, experiential learning opportunities for multiple colleges within the Cal Poly Pomona community. Second, IBW provides a student amenity which is both attractive and revenue-generating. In times where competition for students is fierce, IBW has provided Cal Poly Pomona with an amenity that attracts students, generates revenue, and diversifies their educational offerings. What other area on college campuses can boast a similar result? Furthermore, by straddling both education and amenity, IBW actually challenges previous literature suggesting that spending money on instruction is less preferable to students than spending money on amenities.

This study has also shown the value in having student-run businesses on campus. While student-run businesses, such as IBW, are not novel, there is little literature available on their operations and effectiveness. This study not only highlights a novel entry into student-operated businesses, but it also provides insight into how these can simultaneously and positively serve as an educational facility,

amenity, and business venture. Not only does IBW provide students with invaluable hands-on experiential learning opportunities, but it also provides the University an opportunity to diversify its interdisciplinary education. This sort of experience mimics the sort of environment students will encounter in the workplace. Cal Poly Pomona should and other universities can look at the ways to leverage the current model to provide experiential learning opportunities across various disciplines. Cal Poly has done a reasonable job so far, but the opportunities are endless. And as those opportunities develop and greater expertise is focused, it is likely the business will continue to evolve as well.

As stated above, an on-campus brewery and brewpub may not be reasonable for all institutions of higher education. That said, it may be reasonable for some. The results of this study provide administrators areas to consider when evaluating the potential feasibility of an on-campus brewery and brewpub. These areas to consider include the environment on campus, the need for and level of administrative oversight and control, and how the addition would support the University's mission. By considering these areas, universities may be able to avoid some of the pitfalls or roadblocks associated with bringing a novel amenity to its campus.

Ultimately, Cal Poly Pomona's approach may resonate with many in higher education. When we are looking at students in higher education, we are looking at our future. This approach sets an expectation of maturity. While maturity is a growing process, it is also a process of setting expectations of responses and behaviors. Instead of thinking of this as a campus bar, Cal Poly Pomona is asking their students to think of this from a different perspective. They are asking students to consider this as another campus lab, where learning and outcomes matter. In this example, however, other students and the community have the opportunity to evaluate the outcome through their patronage. It is one of the only student products whose merit can be quantified in a real-world setting in real-time.

There is little question that Cal Poly Pomona created what it set out to achieve. And while the popularity of IBW has seemed to create financial sustainability, it will be interesting to see how IBW continues to evolve to create educational sustainability. An operational business within Cal Poly Pomona presents infinite possibilities in providing educational opportunities across disciplines throughout Cal Poly Pomona. While Cal Poly Pomona has tapped into some of these opportunities, it still has significant chances to facilitate much deeper cross-discipline connections that will provide valuable learning opportunities for students in many degree programs. If IBW is able to balance the business and academic possibilities, they will solidify themselves as a model for experiential learning. Given the originality of this concept, only time will tell.

Author statement

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