

A Typology of International Student Community Engagement

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ABSTRACT

This paper presents an empirical study undertaken to develop a typology of international student community engagement activities that incorporates the perceptions of three key stakeholder groups – the international students, the community and the university. Framed by the notion of value co-creation, our exploratory study was undertaken at a rapidly growing, regional Australian university. Qualitative data was collected via interviews with community members (n = 5) and university staff members (n = 4) and focus groups with international students (N = 22). Our resulting typology comprises three clusters of engagement activity – highly unstructured, semi-structured and highly structured – with two engagement types in each cluster. Thus, the six major types of international student university-community engagement activities are: spontaneous occurrences and daily interactions (highly unstructured), informal social gatherings and casual employment (semi-structured) and formal social organisation participation and professional work experience (highly structured). Our typology offers a useful platform for strategic endeavours related to international student university-community engagement.

Keywords: community engagement; international education; international students; typology; university engagement; value co-creation

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PsycINFO Classification: 3560

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Background

International education is Australia's third largest export industry, valued at \$18 billion (Connelly, 2012; Knight, 2011), contributing substantially to national, state and local economies (Ernst & Young, 2012). Today, there is unprecedented demand for international university education driven predominantly by the increased global mobility of students (Hemsley-Brown, 2012; Knight, 2004; Leask, 2004) and aggressive student recruitment strategies of universities around the world (Findlay, King, Smith, Geddes and Skeldon, 2012; Hemsley-Brown and Oplatka, 2006; Marginson, 2004, 2006). As such, universities are interested in strategies that focus on enhancing the total international student experience (IDP Education, 2011; Mazzarol and Soutar, 2002; Woodall, Hiller and Resnick, 2012). Despite this interest, there is an absence of an organising framework depicting the various types of university-community engagement experiences that are of value to international students.

The benefits of university-community engagement feature in the strategic agendas of universities around the globe (Boyer, 1996; Cuthill and Brown, 2010; Muirhead and Woolcock, 2008). However, the extant literature reveals that the activities which comprise university-community engagement, and thus inform universities performance indicators, are wide and varied and often only considered from the universities' perspective (Bruning, McGrew and Cooper, 2006; Dempsey, 2010; Bringle and Hatcher, 2002), largely omitting the view of students and the community. Furthermore, there is scant literature which specifically focuses on international student university-community engagement.

While the importance of international student engagement is known to universities (Brydon and Liddell, 2012; Burdett and Crossman, 2012; Leask and Carroll, 2011), the majority of the literature is focused on *on-campus* engagement (e.g. AUSSE, 2010, 2008) rather than *off-campus* engagement within the community. Despite the notion that international students are seeking opportunities to engage with the local community of their host institution while abroad (Brydon and Liddell, 2012; Marginson, Nyland, Sawir and Forbes-Mewett 2010; Murray, Hall, Leask, Marginson and Ziguras, 2011), very little is known about what constitutes community engagement in terms of international students' education experience and the perceptions of the various stakeholder groups involved in such community engagement activities. Hence, it is germane for Australian universities and the international education sector as whole to consider the international tertiary student experience holistically—that is, the academic facet *plus* the community engagement facet.

As university-community engagement initiatives can provide mutual benefits to key stakeholder groups (Ellis and Leahy, 2011; Gunasekara, 2004; Onyx, 2008), international students themselves, the community and the university all stand to gain (Brown, 2012; Burdett and Crossman, 2012; Leask and Carroll, 2011). International students receive an enhanced and well-rounded international education experience, increasing their sense of global citizenry (Dobson, 2003). Communities stand to gain fiscally and socially from international student community engagement (Dodd, 2008). Local and national industries such as hospitality, tourism and real estate benefit from international students (Dodd, 2008; Ross, 2011). Socially, communities gain intellectual capital, global cultural enrichment and a stronger relationship with the universities (Leask and Carroll, 2011; Parker, Myers, Higgins, Oddsson, Price and Gould, 2009). Universities are also advantaged in that international student community engagement meets the needs and wants of the market and in doing so enhances their reputation as an international education provider. Moreover, international student university-community engagement increases the number of and

builds better relationships with the local communities in which they are located (Allison and Eversole, 2008; Lunsford and Omae, 2011).

The activities which constitute university-community engagement as perceived by international students, communities and universities; how these may be grouped or classified to create a useful framework for universities; and couching this within an appropriate framework that focuses upon the value generated for each stakeholder group, are apparent gaps in the literature. Thus, these gaps are the focus of our study.

Research Aim

Typologies classify and bring mental order to a broad range of activities, addressing the complexities of a phenomenon, assisting practitioners to develop meaningful strategies and providing researchers with a foundation for developing theories in a specific context (Cook, Goh and Chung, 1999). While some typologies have been developed to address university-community engagement related issues in higher education such as types of faculty member engagement (e.g. Allison and Eversole, 2008; Glass, Doberneck and Schweitzer, 2011; Lunsford and Omae, 2011), types of public engagement (e.g. Doberneck, Glass and Schweitzer, 2010; Hart and Northmore, 2011; Watermeyer, 2011) and types of institutional university-community engagement strategies (e.g. Franklin, 2009), scant research specifically focuses on international student university-community engagement experiences. Furthermore, no existing typologies have consolidated the views of all three key stakeholder groups, being the international student, the community and the university.

This being the case, the purpose of our study was twofold: to conceptualise international student university-community engagement and to develop a typology of international student university-community engagement activities based upon the stakeholder groups' perceptions. Accordingly, the paper is structured as follows. First, we frame international student university-community engagement in the value co-creation literature. The qualitative methodology, which comprised interviews and focus groups, is then detailed. Next, the resulting typology findings of international student university engagement is presented, followed by a discussion. Finally, limitations are stated and future research directions are suggested.

Conceptualising International Student University-community Engagement: A Value Co-creation Perspective

Irrespective of research to date, university-community engagement remains an ill-defined and subjective notion (Benneworth, Charles and Madanipour, 2010; Boyle, Ross and Stephens, 2011; Cuthill and Brown, 2010). As such, in the first instance, we sought to conceptualise international student university-community engagement through the lens of value co-creation, a burgeoning area in the services marketing literature that sees such engagement as a mechanism for various stakeholders to collectively generate value that benefits all (Prahalad and Ramaswamy, 2004; Vargo and Lusch, 2004, 2008).

Essentially, instead of dictating value *to* their end-users, organisations aim to create value *with* their end-users (Vargo and Lusch, 2004; Payne, Storbacka and Frow, 2008). This study sees international student university-community engagement as a value creating endeavour, with universities, international students and the community being advantaged not only in terms of economics but also the development of mutual and reciprocal relationships and the sharing of knowledge and skills (Vargo, Maglio and Archpru Akaka, 2008). As a result, international student tertiary education can be

marketed as a holistic experience (Woodall, Hiller and Resnick, 2012)—academic *plus* university-community engagement.

The extant university-community engagement literature echoes this perspective, describing the key tenet as being mutual benefit, and that successful activities are those driven by participative stakeholder experiences and reciprocal communication. To illustrate, AUCEA (2012) defines university-community engagement as the ‘mutually beneficial exchange of knowledge and expertise between universities and communities’. Allison and Eversole (2008, p. 101), iterate that effective university-community engagement requires universities being ‘...knowledge co-creating institutions, working *with* their regions...’. University-community engagement takes the perspective of ‘...doing things *with* the community, instead of *for* the community...’ (Ellis and Leahy, 2011, p. 155). Bourner (2010, p. 1) opines the need for universities to encourage the use of knowledge and skills developed by students beyond the advancement of academia, to the betterment of working *with* the community—promoting university-community engagement as, ‘...activities intended to benefit both the wider community and the university itself’.

Given such compelling evidence, it appears fitting to frame university-community engagement within the notion of value co-creation and as such we formally conceptualised international student university-community engagement as follows: *Active international student participation in community experiences where mutually beneficial knowledge, skills and relationships are built via reciprocated communication among all stakeholder groups (the university, community and international students).*

Method

This qualitative study was conducted at a rapidly growing university located in regional Australia. While not exclusive to regional universities, there is a particular emphasis or expectation placed on universities in regional settings to build community connections, thus to become embedded in the fabric of the local community (Bell, Scott, Jackson and Holland, 2007; Charles, 2006, 2011; Winter, Wiseman and Muirhead, 2006). As such, the regional context of the study was fitting.

Given the purpose of our study and the dearth of previous research in international student university-community engagement, an exploratory methodology was required. Exploratory qualitative research is commonly used when studying nascent phenomenon (Morgan, 2007; Onwuegbuzie, Dickinson, Leech and Zoran, 2009). Accordingly, qualitative data was sought via depth interviews and focus groups from the three key stakeholder groups, aligning the value co-creation perspective. Specifically, depth interviews were the chosen technique for the community members ($n = 5$) and university staff members ($n = 4$), while three focus groups were used for the international students ($N = 22$). Depth interviews and focus groups were undertaken concurrently and ceased once theoretical saturation among each stakeholder group occurred (Guba and Lincoln, 1994).

The depth interviews and focus groups were based on the same moderator protocol guide seeking to obtain information about the following research objectives: (1) the types of community engagement experiences an international student is likely to encounter (i.e. Are there multiple avenues of community engagement? What activities/interactions constitute university-community engagement?); and (2) the perceptions and/or expectations of the roles each stakeholder may play in various types of international student university-community engagement experiences (i.e. Who participates and to what degree?). In accordance with the approved human research ethics associated with our study, participants in the depth interviews and

focus groups were over the age of 18 years, provided informed consent and were assured of anonymity and confidentiality.

University and Community Member Depth Interviews

Depth interviews were chosen as the most appropriate method to gather information from community members (who were geographically dispersed) and university staff (who had busy schedules). Judgment sampling was used to select four university staff with expertise related to international students and/or university-community engagement activities of the institution. Five people were also recruited from the community who possessed relevant knowledge in the same areas. Each community member operated an enterprise that had direct contact with international students, or worked in the field of community engagement and were aware of the importance of international students in Australian universities and communities. Of the five community members, three were local business owners and two were regional council authority employees. One community member also had expertise as a marketing professional in the international education sector, while another had experience in providing homestays for international students. The nine individuals interviewed were considered to be representative in terms of providing the rich depth of relevant knowledge required for this study.

All depth interviews were one-to-one and conducted at a time and location convenient to the interviewee across approximately one hour. Each interview was recorded digitally and supplemented with hand written notes taken by the interviewer. Transcribed recording and notes were analysed manually. Specifically, key themes and patterns that emerged across the depth interviews from the protocol guide discussion points were collated and classified.

International Student Focus Groups

Focus groups were used to gather data from undergraduate and postgraduate international students. Focus group participants were recruited via a convenience sample of on-campus international students, recruited in classes from the three Faculties of the university. International students were invited to participate, they were asked to supply their email address and were subsequently contacted by the research team who screened the volunteers in the first instance and then if suitable, scheduled a focus group in which they could participate. Screening volunteers ensured that they met the following four criteria: 1) International students as defined by Queensland Tertiary Admissions Centre (QTAC 2012); 2) were studying on-campus for at least one semester; 3) were at least 18 years of age; and 4) to ensure that there was adequate representation from all core countries from which the university recruited.

Three focus groups were scheduled in the university's weekly 'common break', a two-hour non-teaching time when all students were available. There were two moderators in the focus groups and they were held in a central location on the campus that provided a comfortable and conducive environment. While focus group preparations indicated that ten or more participants registered for each focus group, attrition was expected. Three focus groups, comprising of $n = 5$, $n = 9$ and $n = 8$ international students, were convened with each conducted over a period of approximately two hours. Table 1 provides the focus group profile summaries.

Table 1:
International Student Focus Group Participant Profiles

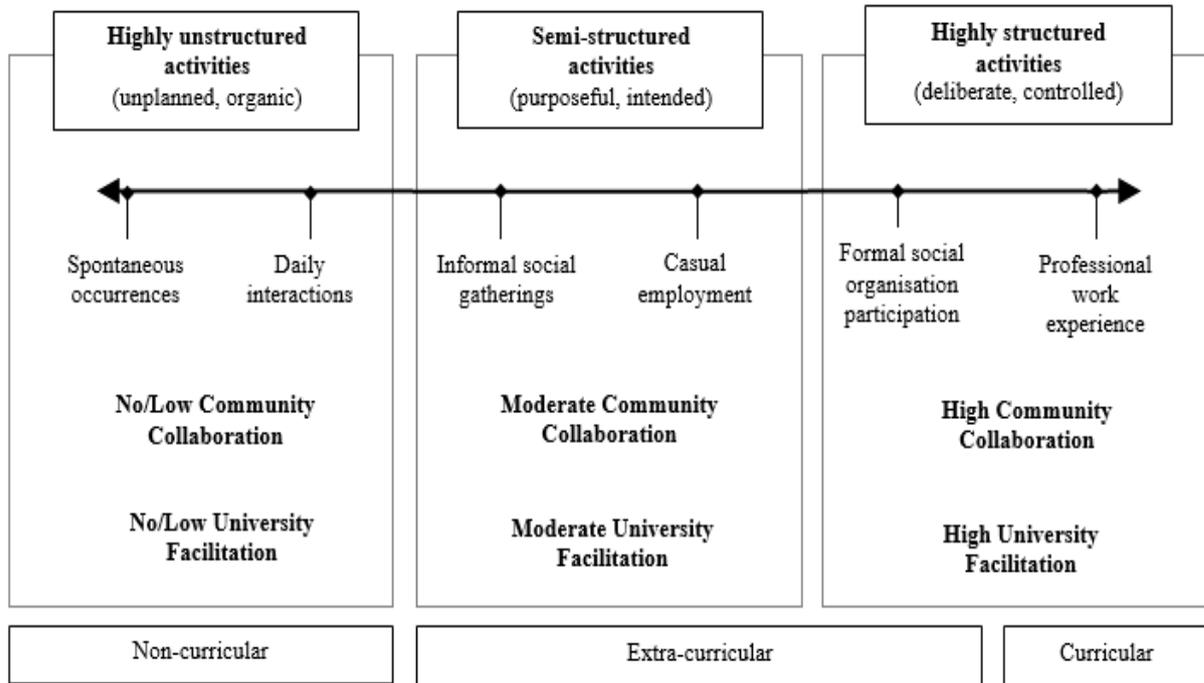
Focus Group 1 (n = 5)				
Gender	Age Range	Home Country	Level of Study	Faculty of Study
Male (4) Female (1)	21-37 years	Canada (1) Germany (2) USA (1) Bulgaria (1)	Postgraduate (4) Undergraduate (1)	Faculty A (2) Faculty B (1) Faculty C (1) Did not know (1)
Focus Group 2 (n = 9)				
Gender	Age Range	Home Country	Level of Study	Faculty of Study
Male (2) Female (7)	20-55 years	Canada (1) Holland (1) South Korea (1) USA (2) Denmark (1) South Africa (1) French Tahiti (1) Japan (1)	Postgraduate (2) Undergraduate (7)	Faculty A (2) Faculty B (1) Faculty C (3) Did not know (3)
Focus Group 3 (n = 8)				
Gender	Age Range	Home Country	Level of Study	Faculty of Study
Male (4) Female (4)	19-53 years	Bangladesh (1) Germany (4) Canada (1) South Africa (1) Iraq (1)	Postgraduate (2) Undergraduate (6)	Faculty A (2) Faculty C (3) Did not know (3)

As presented in Table 1, of the 22 participants, 15 were undergraduate students, with relatively equal gender representation (10 males; 12 females). Participants ranged in age from 19 years to 55 years and all Faculties were represented. The home countries of the participants were varied with no one home country over-represented. Each focus group was recorded digitally with supplementary notes made by the two moderators. Transcriptions and notes were then manually analysed. Common trends, based on the protocol guide, were collated and classified.

Findings

From the depth interviews and focus groups with the three key stakeholder groups, some rich and diverse accounts of what constitutes university-community engagement emerged. In addition, some clarity was gained regarding the roles that each stakeholder may play in various types of international student university-community engagement experiences. Several common themes emerged about what is considered to be international student university-community engagement based on structure and the interaction between the stakeholder groups. As a result, we are able to develop a typology of international student university-community engagement as presented in Figure 1.

Figure 1:
International Student University-community Engagement Typology



By way of a description of Figure 1, there are six types of international student university-community engagement activities, grouped into three clusters being highly unstructured, semi-structured and highly structured activities. The role of the university was described as one of facilitation and the role of the community was regarded as one of collaboration; each of which varied by cluster. Furthermore, the six types of international student university-community engagement experiences were classified in terms of their link to curriculum, with spontaneous occurrences and daily interactions regarded as non-curricular; informal social gatherings, casual employment and formal social organisations were extra-curricular activities; and professional work experience was a curricular activity. The six types of international student university-community engagement activities are discussed next.

Spontaneous Occurrences

Spontaneous occurrences are unplanned, highly unstructured, no/low facilitation and no/low collaboration activities that constitute non-curricular international student university-community engagement. Activities such as informal conversations with locals, impromptu visits to markets and parks and stopping to listen to street buskers were cited as examples of spontaneous occurrences. These unscripted, spur-of-the-moment occurrences gave international students a sense of the character of the community.

A female international student commented that, 'it's not always about the university organising big events. As students, I think we enjoy smaller natural occurrences in the community that make us feel a part of it'. This sentiment was echoed by a community member who's frequent involvement with international students lead him to conclude that international students "craved" spontaneous occurrences. He went on to say that, '99% of community engagement is unstructured. The tiny things are most important,

like surfing with the locals, or chatting to a local at the pub or bus stop, these things make them feel that they are part of the community'. From the university's viewpoint, spontaneous occurrences provide more scope for interaction between international students and the community; and enhance the development of international interpersonal communication skills, which are also a valuable outcome of international students' time abroad.

Daily Interactions

Daily interactions were described as routine activities that international students will experience in a community on a frequent basis such as shopping at local grocery stores, using public transport, dining at local cafes or opening up a bank account. Daily interactions centred on international students meeting their basic living needs which are important to inculcating a sense of security, certainty and confidence. None or little community collaboration or university facilitation was apparent in these non-curricular activities.

As one student expressed, 'I think part of community engagement is about the people who you interact with on daily basis'. There was the opportunity for low levels of community collaboration. To illustrate, low level collaboration may be at 'arms-length' in instances where a local bank or accommodation provider may distribute flyers to international students via the universities orientation package. Furthermore, low level collaboration may involve direct interaction, such as helping international students select the best mobile phone plan to suit their needs. As one community member explained, international students '...want a true Aussie experience and value understanding how Australian families work and live everyday life'.

The university understood the importance of such daily living decisions and the growth in personal agency that such activities cultivated in international students. Thus, the university had low levels of facilitation, for example, suggesting providers of accommodation however letting the international student make their own decisions and organise this for themselves. As a university staff member said, 'community engagement can be simple daily things like purchasing a mobile phone, going to the grocery store or sorting out living accommodation'.

Informal Social Gatherings

Unlike spontaneous occurrences and daily interactions, informal social gatherings engaged a moderate level of university facilitation and community collaboration and were best described as extra-curricular activities. Informal social gathering were described as loosely organised, fun or entertaining experiences and do not require high levels of commitment and included going to parties and attending local events such as concerts or festivals. International students valued opportunities for social integration and saw purposeful and moderately structured informal social gatherings as 'short term opportunities' that included experiences 'like going to the markets with some locals'.

From the perspective of the community, these moderately controlled, informal engagement activities were seen to include '...going bowling, attending a party, attending a beach BBQ or a local community concert or festivals'. Such recreational pursuits were all part of the international student experience, as the community viewed that most international students were here to 'have a good time'.

In terms of university facilitation of informal social gatherings, it was recognised that such 'social or personal types of engagement comprise one part of [community] engagement' allowing international students to 'develop causal networks of friends to share different cultural experiences'. This being the case, university facilitation was

moderate, in that the role was one of generating awareness about off-campus events that international students would find appealing and in some cases negotiating student-friendly ticketing or arranging transportation. Notably, the university saw informal social gatherings as 'most important at the beginning' of the international student experience, thus endeavoured to facilitate related activities for students upon their arrival. In doing so, these early opportunities accelerated a sense of connection, cultural awareness and community orientation early in the international students' experience.

Casual Employment

Our study found that casual work experience, such as working in restaurants, fruit picking or bartending, is regarded by all stakeholder groups as instances where an international student works in the community without direct intentions to advance their future professional standing. In other words, they were working in the community to increase their disposable income during their stay abroad; however such casual employment delivered unexpected benefits. As one student explained, 'I worked casually as a part time dive instructor and found that was great way to get to know the locals in the community'. Another student elaborated that, 'working with locals gives you a better domestic experience. Chances are that if you're working with them you're going to end up hanging out with them...cooking with them...or having a beer with them...or something like that', suggesting that one type of engagement can lead to other types.

The moderate level of community collaboration associated with extra-curricular casual employment takes the form of local businesses creating opportunities for casual work and promoting these opportunities to international students early in their experience. The value of casual employment was known as, 'getting involved with a local job is a way that international students can form some connections with the community'. An additional observation made by a community member was the interplay between casual work, community collaboration and domestic university students, in that casual employment allowed international students to '...maybe meet domestic students who are working casually too'.

University staff concurred with the sentiments of international students and community members, stating that casual employment is a mechanism that allows international students to feel part of the 'domestic population'. Similar to informal social gatherings, the university's role centres on promotion of casual work opportunities in addition to advice regarding work permits and applications for tax file numbers. Notably, universities' role regarding this type of international student university-community engagement becomes even more apparent as the Knight (2011) report's recommendation to relax visa work restrictions becomes solidified in federal policy.

Formal Social Organisation Participation

Formal social organisation participation was the most common type of university-community engagement mentioned by international students. This extra-curricular type of international student university-community engagement activity was comparatively structured, requiring greater university facilitation and community collaboration. Best described as formally planned activities that require active participation from international students and which connect them to non-profit social organisations such as community sporting, religious or volunteer organisations such as surf lifesaving clubs or wildlife conservation organisations.

One student recounted an experience at a university that she attended in Greece, in which the opportunity to engage with a local church was presented and how this, in

turn, expanded her perspective on the world. It was often the case that where a formal social organisation such as a university sporting club began as an on-campus activity, the networks formed by participation, over time, gave way to further off-campus engagement opportunities with domestic students. A community member articulated that, 'the university campus should be a secondary place for engagement. It (engagement) may start on campus with clubs or sport and then shift off campus...but the community should be the primary setting.'

Formal social organisation participation was often purposely facilitated by the university. That is, the university was the principle coordinator that either sought relatively more commitment and collaboration from the community or responded to community partnership requests and then promoted such opportunities to international students.

Professional Work Experience

Professional work experiences are highly structured, deliberate and controlled international student university-community engagement activities, which most closely aligned with the professional aspirations of international students. Professional work experiences are seen to advance an international student's future career prospects such as service learning, internships and work integrated learning experiences that may vary by discipline, but were classified by respondents with a uniform description. Professional work experiences were largely embedded into the curriculum (as opposed to being extra-curricular or non-curricular) and while international students perceived that these advanced them professionally, they also noted that such experiences 'had been a good way to get a feel for the community'. The value and desire for professional work experience were not universal among international students, in that '...getting some professional work experience [is] important, but not necessarily the most valuable [type of] community engagement'. This was corroborated by community respondents; with one noting that 'the pursuit of professional work experience was tempered by international students' home country's expectations and emphasis on professional advancement as an outcome of their study abroad'. Similarly, university staff members agreed with one remarking that international students '...do look for engagement through professional experiences like internships, but the desire for professional work experience depends on couple of things...students' nationality and socio-economic status comes into play for example'.

Professional work experiences, being embedded in the curriculum, demand high levels of university facilitation and equally high levels of community collaboration in order to be successful. The university draws on community partnerships and goodwill in order to create professional work experience opportunities; and in doing so the university has a vested interest in achieving mutual benefits for all stakeholder groups so that such opportunities are of quality and are sustainable over time. Professional work experience was the key mechanism for creating global intellectual capacity via the transferral and exchange of implicit and explicit knowledge.

Discussion

The purpose of our study was to develop a typology of international student university-community engagement experiences, incorporating the value co-creation perspective, that would be insightful and, importantly, be a meaningful and useful framework for both universities and the communities in which they are located. In addition to contributions to practice, our typology advances the literature by addressing known gaps in our knowledge (see Brydon and Liddell, 2012; Burdett and Crossman, 2012; Leask and Carroll, 2011) and integrates the perceptions, via value co-creation, of the international student, the community and the university—the three

key stakeholder groups—to not only capture diversity but to create a rich and layered view. Our resulting typology brings order to the broad range of activities and complexity of international student university-community engagement that are beneficial to all stakeholders, thus, as with all typologies, provides a platform for developing meaningful strategies and theories (Cook, Goh and Chung, 1999). We contend that the resulting strategies would have the potential to benefit both the stakeholders discussed in this study and the Australian international education sector at large.

Notably, as with all typologies, there will be exceptions and inevitable discrepancies in that some types of activities may overlap, the role of the stakeholder groups may not always move in sync across the clusters of the continuum or that international students may not seek to participate in engagement experiences. Also, as reflected by the research participants, there is an inherent interplay between activities, with some activities creating pathways to other types of activities. The aim of our typology of international student university-community engagement is to offer a starting point to endeavours so as to improve outcomes for all stakeholder groups, which is the main premise of university-community engagement and the value co-creation perspective.

For international students, an awareness of the full range of university-community engagement activities available may assist them in proactively shaping their experience as well as clarifying what they can expect both the university and the community to offer throughout the process. This advantages international students three ways—improved awareness results in the forming of realistic expectations of university-community engagement, a recognition of breadth of activities that constitute university-community engagement and, in turn, equips them with the capacity to make informed decisions as to how these activities can enhance their individual pursuits in terms of academic success, and social and professional advancement so as to make the most of their time abroad (Agarwal, Said, Sehoole, Sirozi and De Wit, 2008; Knight, 2011).

For the community, the struggle to align with universities is heavily emphasised in the literature (e.g. Allison and Eversole, 2008; Bourner, 2010; Dempsey, 2010). Thus, university-community engagement is not always met with positive reception from the community stakeholder group. Poor communication is thought to underpin such misalignment between universities and communities, disadvantaging all stakeholder groups (Dempsey, 2010). As such, our typology offers some initial scaffolding and shared understanding of the roles of each stakeholder that can underpin reciprocal communication and collaborative relationships, skills and knowledge to emerge between community and the university. Awareness of the classification, value and timing of various activities ensures that the community is not only conversant, but that their efforts are strategically calibrated with that of the international students and the university. To illustrate, communities may create and advise universities of opportunities for casual employment or volunteer opportunities, coinciding with the of international students' experience abroad.

For universities, effective facilitation of international student university-community engagement is underpinned by an understanding of international student needs and wants and ways to satisfy them within the local community context of the institution (Bernardo, Butcher and Howard, 2012; Brown, 2012; Leask and Carroll, 2011). This being the case, variety and flexibility of university-community engagement activities that serve to satisfy international student needs and wants is paramount (Burdett and Crossman, 2012). More broadly, this aligns with a main role of the university, which is to mediate community engagement initiative amongst stakeholder groups (Fehren, 2010; Onyx, 2008). Our typology classifies and frames international student university-community engagement needs and wants in a meaningful way that enables the development of targeted strategic initiatives that not only enhance the

experiences of international students and the community, but also create a competitive advantage for the university. By way of an example, formal social organisation participation is a desired and highly valued international student university-community engagement activity, which often gives rise to other engagement activities. On this basis, universities may direct efforts to seeking out and working with the community so as to provide a menu of formal social organisations in which they can participate as well as enabling easy access to these.

Limitations and Future Research Directions

As with all research, our study had limitations which have implications for the generalizability of our typology. While this research was limited to one regional Australian university, we contend that the clusters and general activity types that transpire in international students' university-community engagement experiences are typical in the sector; requiring only minor adaptation so as to align with the nuances of the community in which the institution is located. For example, we posit that professional work experience is one type of university-community engagement experience that is common. A student who is studying marketing in major capital city may do an internship with a large marketing corporation in the city; whereas, a student studying marketing in regional location may still do an internship with a smaller locally based company, with each company potentially conducting global business. Both are professional work experience types of international student university-community engagement, but differ because of the community where their university is located.

The study focused on the positive outcomes of international student university-community engagement. However, it is important to note that university-community engagement can result in negative consequences for stakeholder groups (Marginson et al. 2010). Tensions can develop between stakeholders due to poor communication, misaligned objectives and lack of sensitivity toward the heterogenic nature of university-community engagement contextual and cultural circumstances (Dempsey, 2010; Glass, Doberneck and Schweitzer, 2011). While the practice of value co-creation may help alleviate these conflicts, we wish to acknowledge this limitation and encourage future research into such obstructions.

Our study was cross-sectional, exploratory and qualitative. As such, longitudinal, descriptive and quantitative studies are suggested as areas of future research. Future research that replicated and extended our typology to ascertain its pertinence at other universities both within Australia and around the world is also encouraged. Future research that sought a greater understanding of the value of each type of activity, the interplay between activities with one activity giving rise to others, and proportion of time spent on each activity would, too, yield fruitful outcomes.

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