

Appendix A

Dimension of professional activity ^a	Method of inquiry
<p><i>Spaces</i></p> <ul style="list-style-type: none"> • Multiple perspectives on an institution • Works in third space • Adapts to changes in professional boundaries • Not restricted by formal structures <p><i>Knowledges</i></p> <ul style="list-style-type: none"> • Assimilates professional and academic knowledge • Investigates organizational activity • Develops synergistic knowledge settings <p><i>Relationships</i></p> <ul style="list-style-type: none"> • Functions in academic conversation • Establish alliances with important individuals • Assist or establish independence of own unit • Develop networks <p><i>Legitimacies</i></p> <ul style="list-style-type: none"> • Academic credentials • Attain suitable standing in academic environment (publish, etc.) • Handle internal and external roles within academic spaces 	<ul style="list-style-type: none"> • Qualitative interview • Document analysis (schedule: location of shift, location of instruction session) <ul style="list-style-type: none"> • Qualitative interview • Document analysis (Research Portals, Infoguides) • Observation of instruction <ul style="list-style-type: none"> • Qualitative interview • Document analysis (schedule: office hours, embedded hours, etc.) • Observation of instruction <ul style="list-style-type: none"> • Qualitative interview • Document analysis (business cards, cubicles for diplomas, awards, etc.)

^aWhitchurch, C. (2009). The rise of the blended professional in higher education: A comparison between the United Kingdom, Australia and the United States. *Higher Education*, 58(3), 407–418.