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**Abstract**

This paper builds on earlier work by the author to explore the international dimensions of a study of the changing roles and identities of professional staff in higher education (Whitchurch 2008a, b). It further develops the concept of the blended professional, characterising individuals with identities drawn from both professional and academic domains, and examines the institutional spaces, knowledges, relationships and legitimacies that they construct. Comparisons between the United Kingdom, Australia and the United States are used to provide indicators of possible futures for this group of staff, including their positioning in the university community, the challenges they face, and the potentials that they offer to their institutions. (HRK / Abstract übernommen) Whitchurch, Celia, E-Mail: c.whitchurch@ioe.ac.uk