Connecting Librarians: The HECA Library Group Pilot of the Professional Development Framework

Marie O'Neill, Robert Alfis, Jane Buggle, Robert McKenna, Audrey Geraghty, Mary Buckley, Justin Smyth, Dimphne Ní Bhraonain, David Hughes, Trevor Haugh

Affiliation

Marie O'Neill, Head of Enhancement, CCT College, Dublin

Robert Alfis, Research Librarian, Dublin Business School

Jane Buggle, Deputy Librarian, Dublin Business School

Robert McKenna, Head of Library Services, Griffith College

Audrey Geraghty, Head of Library Services, Hibernia College

Mary Buckley, Head of Library Services, National College of Ireland

Justin Smyth, Head of Library Services at CCT College, Dublin

Dimphne Ní Bhraonain, Deputy Librarian, Griffith College.

David Hughes, Systems Librarian, Dublin Business School

Trevor Haugh, Information Skills Librarian, Dublin Business School

Abstract

The Higher Education Colleges Association (HECA) represents the interests of fifteen private higher education institutions in the Republic of Ireland. Its Committees include a Teaching and Learning Committee and a Library Committee (also known as the HECA Library Group). The Library Committee was invited by the National Forum for the Enhancement of Teaching and Learning to pilot the Forum's *Professional Development Framework for all Those Who Teach in Higher Education* to test its suitability for librarians. This chapter reports on the six-month pilot of the Framework, using feedback collected from two focus groups conducted in June 2017 at the close of the pilot and in April 2018. A significant finding is that use of the Framework has made private college librarians feel more connected to, and less "siloed' from, other professionals in the higher education sector. The chapter explores the implications of this feedback for private college librarians, and

librarians generally, in terms of their professional identity, professional practice and professional development.

Introduction

In 2016, the National Forum for the Enhancement of Teaching and Learning published the *National Professional Development Framework for All Staff who Teach in Higher Education* (PDF) (National Forum for the Enhancement of Teaching and Learning, 2016). The publication describes the values that underpin the Framework as comprising "inclusivity, authenticity, scholarship, learner-centeredness and collaboration" (National Forum for the Enhancement of Teaching and Learning, 2016, p.1). The Framework is particularly forward thinking in terms of its focus on inclusivity and it is in this spirit that the publication goes on to assert, 'the approach is inclusive to all who teach in this sector, i.e. academic staff, education technologists/developers, teaching assistants, librarians' (National Forum for the Enhancement of Teaching and Learning, 2016, p. 6). The Framework "strongly supports the development and recognition of communities of practice that enhance professional learning in local, disciplinary or cross-disciplinary contexts" (National Forum for the Enhancement of Teaching and Learning, 2016, p. 10). The Framework encourages the pursuit and evidencing of professional development activity and comprises five professional development domains which are:

• The Self
• Professional Identity, Values and Development
• Professional Knowledge and Skills
• Professional Communication and Dialogue
• Personal and Professional Digital Capacity

The Framework also encourages the undertaking and evidencing of professional development activity via a **Typology of Professional Development Activities.** See Table 1. (National Forum for the Enhancement of Teaching and Learning, 2016, p. 2)

Table 1: Typology of Professional Development Activities

Non-Accredited			4. Accredited (formal)[4]
1. Collaborative Non-accredited (informal)[4]	2. Unstructured Non-accredited (non-formal)[4]	3. Structured Non-accredited (non-formal)	
Learning from these activities comes from their collaborative nature	These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the material themselves	Organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives	Accredited programmes of study (ECTS or similar credits)
Examples – Conversations with colleagues, peer networking, peer observations, online blogs/discussion forums	Examples - Reading articles, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication	Examples - Workshops, seminars, MOOCs, conferences, summer schools, structured collaborative projects	Examples - Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy

Table 1 Types of Learning in the PDF
Reproduced from the *National Professional Development Framework for all staff who teach in higher education* by kind permission of the National Forum.

Background

The Higher Education Colleges Association (HECA) represents the interests of fifteen private higher education institutions in the Republic of Ireland and comprises a number of Committees including a Teaching and Learning Committee and a Library Committee. The Association organises an Annual Conference on various higher education topics including quality assurance, education and the law and demographic trends.

In 2017, the HECA Library Group was invited by the National Forum to complete a six month pilot of the PDF to test its suitability for librarians. Pilot member libraries comprised the libraries of Dublin Business School, Griffith College, National College of Ireland, CCT College, Hibernia College and IBAT. The Pilot was coordinated by Marie O'Neill, Head of Enhancement at CCT College (formerly Librarian at the Library of Dublin Business School). The National Forum appointed Anne Mangan as Pilot Mentor. Anne has an extensive background in academic management. She is Programme Director at the Institute of Physical Therapy and Applied Science.

Upon successful completion of the pilot, the HECA Librarians began liaising with the three Higher Education libraries leading the project entitled, *L2L*: *Library Staff Learning to Support Learners Learning*, namely Dundalk Institute of Technology, Institute of Technology Carlow and Dublin Institute of Technology. The goal of L2L is to explore the Professional Development Framework to:

> Enhance the current PD practice of librarians in HE. This research will involve key stakeholders such as library staff, academic colleagues, students, professional associations, academic providers of Library and Information Science education and colleagues from our respective Centres for Teaching and Learning. All findings and ensuing recommendations will be publicly shared with wider bodies such as professional associations, educational providers and to colleagues across the HE sector, including Consortium of National and University Libraries (CONUL) to extend the benefits. (L2L, 2016)

Literature Review

Librarian Collaboration

The body of literature on the effectiveness of librarian collaboration with other staff members in the higher education environment is extensive, although it pertains almost exclusively to the librarian relationship with faculty and the challenges and opportunities that this relationship presents. Kotter's 1999 seminal study on improving the librarian/faculty relationship is referenced in many of these studies. Kotter asserts that "the improvement of relations between librarians and classroom faculty is a key to the continuing viability of academic libraries and librarianship" (Kotter, 1999, p. 294).

A number of literature and systematic reviews provide an overview of the literature on the librarian/faculty relationship from a variety of perspectives: commitment and trust between both professional groups (Phelps & Campbell, 2011); librarians and academics collaborating in the context of information literacy delivery (Mounce, 2010); the librarian/faculty relationship within the context of a collaborative framework informed by the "multi-faceted meanings and dimensions of

collaboration" (Pham & Tanner, 2015, p. 1) and the disconnect between both librarians and faculty (Anthony, 2010). Anthony (2010, p. 83) asserts that at the heart of the librarian/faculty disconnect is the perception that librarianship is still perceived to be "merely a service-orientated profession". He sstates further that: "Many library professionals report feeling conflicted between their aspirations and perceived faculty attitudes towards their work" (Anthony, 2010, p. 80). The recently published book, *Collaboration and the Academic Library* (2018), edited by Jeremy Atkinson, incorporates an extensive review of the literature on academic libraries and collaboration. The review includes articles on embedded librarianship; information literacy and research support initiatives and their positive contribution to the librarian/faculty relationship.

Several studies also explore silos within the library profession itself in terms of the rigidity and the separateness of library roles (Kowalski, 2017) or via a 'silo mentality' where "librarians are deeply immersed in our specialized niche within the information profession and fail to notice the broader implications of trends in other types of libraries" (August Associates, 2017). These studies are particularly relevant to private college librarians who until recent years may have felt less connected to the wider academic library sector.

Shared Values/Skillset with Faculty
Within the context of this particular study on the PDF, articles on the librarian/faculty relationship which are of most relevance focus on promoting greater understanding and visibility of the librarian skillset and values. Meulemans and Carr (2013, pp. 83-84) suggest that marketing services to faculty is not sufficient and that to build more meaningful relationships with faculty, librarians need to communicate their professional values and policies as well as write teaching philosophies that encapsulate information literacy goals and approaches. This is echoed in the aforementioned study by Pham and Tanner, who propose the utilisation of the Trust Commitment Theory of Relationship Marketing where the focus is taken off the product that libraries promote and placed on promoting "shared values" with teaching faculty. (2015, p.10). Hicks suggests that "Librarians used both services and the library as-place as discursive anchors for their identities" (2016, p. 624) and that professional development to improve advocacy skills is regularly

pursued, "although professional development itself was not something that librarians wrote or spoke about advocating for"" (2016, p. 636).

Pham and Tanner use the theoretical lens of structuration theory to explore the librarian/faculty relationship in an Australian university library context. They refer to a 'power asymmetry' (Pham & Tanner, 2015, p. 8) in the university environment setting between different professional groups. They conclude with a set of recommendations on how librarians and faculty can work more effectively which includes recognition of different and complementary skillsets as well as a focus on continuous improvement of current practice. The authors also highlight the benefits of a strong librarian/faculty relationship including the production of stronger student academic outcomes; the embedding of information literacy and research skills into the curriculum and the facilitation of "the transition from traditional teaching methods in universities, tackling the challenges posed by dramatic changes in the learning paradigm, modes of delivery, diversity of students and the expansion of resources" (Pham & Tanner, 2015, p. 16).

Haugh and Saragossi (2017, p. 290) think that it is critical for librarians to share their research output and to this end a Colloquium Series was organised at Stony Brook University. They assert that: "For many years, librarians have struggled to be perceived as equals amongst teaching and learning faculty. The Colloquium Series provides a venue for library research to be shared with the campus community".

They also state that the "Colloquium Series lends itself to professional development opportunities for faculty" (Haugh & Saragossi, 2017, p. 290).

The focus on the promotion of Librarians' values and skillsets as a means to forging stronger professional links with faculty is interesting in the context of the PDF and its ability to capture and showcase the skillset and professional development activity of librarians. The PDF offers potential, therefore, for librarians to build stronger relationships with a broader range of library professionals as well as other professionals in the higher education environment and this hypothesis is the central consideration in the study undertaken by the HECA Library Group.

Professional Development Frameworks

There is a paucity of studies in the library literature on overarching national professional development frameworks for higher education that also reference librarians in the manner of the PDF. Additionally, studies on professional development standards and frameworks in the library literature are library specific (BIALL, 2016; CILIP, n.d.).

A small number of studies explore the benefits of inter-professional professional development activities between librarians and other teaching personnel, usually in the context of information literacy. The 2012 study by Montiel-Overall and Hernández describes workshops which were conducted to improve teacher and librarian collaboration in relation to the integration of library and academic programme content. The initiative, conducted in the second level as opposed to third level educational environment, is powerful, however, in relation to the outcomes that it produced. Attendees at the workshop included librarians from six elementary schools, and third-grade and fourth-grade teachers. There was also a control group that did not attend the workshops. The authors found that collaborative professional development initiatives like the one described significantly changed teachers' perceptions about working with school librarians to such an extent that the control group felt at a disadvantage in the execution of their duties (Meulemans & Carr, 2013, p. 17).

Sputore et al. (2015, p. 10) also describe two workshops conducted at the University of Western Australia by the Library and the Education Portfolio in relation to curriculum design and also the Library and the Office of Research Enterprise in relation to a research audit. The authors suggest that "Entering into collaborations or partnerships with other campus units is one way in which academic libraries can provide new opportunities for staff workplace learning, in the context of real-world priorities and deadlines, and with minimal cost to the organisation," (Sputore et al., 2015, pp. 10).

The PDF's applicability to a wide variety of higher education professionals offers huge potential for librarians to engage in inter-professional professional development activities to promote enhanced understanding of respective skillsets.

The Blended Librarian

University library schools are responding to the emergence of increasingly blended roles in libraries by broadening library programme content to include subjects that are not exclusively the preserve of library schools whilst also offering more specialised, technical modules. Corrall (2010, p. 576) outlines the work by the Information School at Sheffield University in this manner stating that "Hybridity and blending is evident in the strategies, structures, services, systems, spaces, skills and staff of academic libraries and related service departments in tertiary education"". Delaney and Bates (2015, p. 32) are also strong proponents of the embedded librarian approach stating, "It is not enough for libraries to support learning and teaching but they must truly foster learning and research as well and be partners in these areas". They also refer to the importance of continuing professional development, advocating the acquisition of teaching qualifications "to build-up skills and confidence in teaching." (Delaney & Bates, 2015, p. 36).

Shore (2012, p. 196), in a study on hybrid organisations, refers to the "isolation of faculty in disciplinary silos" and the "protection of turf in the library silo". Shore advocates for "thoughtful disruption and reconstitution of professional ranks, a mixing of people with different skills but with a shared purpose of pursuing an academic mission". (Shore, 2012, p. 201).

The potential of the PDF to mix professionals with different skillsets, in possession of a shared academic mission, is considerable.

Strategic Partnerships

A number of studies advocate that the relationship between faculty and librarians must also be strengthened at a strategic level. Eldridge, Fraser, Simmonds, and Smyth (2016, p. 165), in a study on the Library of the University of Nottingham, describe how partnerships between the library and the wider academic community are being nurtured in this fashion stating that "Rather than managing day-to-day liaison about collections and services, our focus is on relationships with key stakeholders in Schools and Faculties, such as Heads of School, School Managers, and Academic Directors."

Cox, (2018) advocates that librarians brand themselves "as partners with researchers, shifting away from traditional roles of service or

support" (Cox, 2018, p. 17) and he concludes by stating that:

> New approaches to learning and research
> necessitate different roles for libraries if they are to
> be relevant to the institutional mission. Some
> common threads have emerged to drive new
> positioning. Foremost is the emphasis on
> partnerships across campus, recognising that more
> can be achieved together and that isolation risks
> marginalisation.

IFLA's Guidelines for Continuing Professional Development: Principles and Best Practices (2016) states that: "Every practitioner is part of a learning ecosystem … All members of the ecosystem have a role to play in improving access to quality professional development". The PDF may also offer potential for academic librarians to engage more extensively with members of the wider learning ecosystem to improve access to collaborative professional development activities ultimately creating the building blocks of more strategic partnerships between librarians and educational personnel at all levels.

Methodology

Pilot Structure

The HECA Library Group undertook a six-month pilot of the PDF. The pilot participants comprised ten library staff members: a systems librarian, two deputy librarians (one of whom also has responsibility for Learner Supports), six Head of Library Services and a Teaching Librarian. They represented Dublin Business School, Griffith College, National College of Ireland, Hibernia College, CCT College and IBAT (IBAT is no longer a member of HECA).
Dr Roisin Donnelly of the National Forum and Anne Mangan, Expert Mentor for the Pilot, conducted introductory sessions on the PDF for all pilot groups which outlined the principles of the PDF. They also provided instruction on how the domains and typologies within the PDF could be mapped to professional development activity. Anne Mangan set up an initial workshop in which the HECA Library Group was asked to collectively reflect upon the teaching aspect of their roles.
Subsequent workshops specific to the HECA Library Group were

organised by the Pilot Coordinator, (Marie O' Neill), focusing on the establishment of individual e-portfolios using Wordpress. The use of WordPress was deemed to be beneficial as it is free, easy to use and ownership is retained by the individual as opposed to the institution should a pilot member change job in the future, thereby, thereby facilitating on-going maintenance of their e-portfolio.

Robert McKenna, Librarian at Griffith College, was pivotal in informing the Group on how to establish an e-portfolio using WordPress, by virtue of his experience as a lecturer on the MA in Training and Education at Griffith College, producing a video which was disseminated via YouTube. He also provided information on various reflective practice frameworks, specifically DIEP, which the Group adopted for consistency and efficacy in relation to e-portfolio entries. The DIEP framework (Describe; Interpret; Evaluate; Plan) enabled pilot members to record professional development activity in terms of knowledge acquired and benefits obtained institutionally and personally.

Dimphne Ní Braonain, Deputy Librarian Griffith College, Robert McKenna and Audrey Geraghty, Librarian from Hibernia College, also attended a workshop by Jennifer Moon, Reflective Practitioner, on which Audrey presented to the Group. Pilot members were given the latitude to adopt an individual look visually to their e-portfolio choosing from WordPress templates. The HECA Library Group decided to make their portfolios public to highlight the skillset of HECA librarians. The Pilot Coordinator posted updates to the National Forum's online platform on the progress of the pilot which other pilot groups could access.

Ann Mangan, Expert Mentor, requested that members from other pilot groups join the workshops that the HECA Library Group were conducting to avail of knowledge on how to set up an e-portfolio, reflect on professional development activity and map professional development activity to the domains and typologies of the PDF. This was a particularly beneficial development for the librarian group in terms of forging stronger connections with a variety of educational personnel from across the sector.

Focus Groups

As part of the pilot process, the HECA Library Group conducted two focus groups: one at the close of the pilot in June 2017 and another in April 2018. Questions to inform the first focus group were provided by the National Forum and were deployed across all pilot groups.

Questions for the second focus group were drafted by the Pilot Coordinator. Focus group data was transcribed and coded.

The adoption of a qualitative approach to this study is beneficial in terms of providing deeper insight into the experiences of pilot members. Denzin and Lincoln (2005, p. 3) state that "qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them". Litosseliti (2003, p. 16) asserts that focus groups are particularly insightful as a research methodological tool as they "can provide insight on multiple and different views and on the dynamics within a group context". Although common themes emerged from the HECA Librarian feedback there were some interesting variations from individuals which provided additional insight.

Limitations to the methodological approach adopted pertain to the sample size. The findings are informed by the two focus groups comprising the same ten librarians. This limitation was brought about by the pilot criteria which capped pilot group participation at ten members. The small sample group is compensated for by the range of pilot members across a broad range of HECA Colleges with a variety of library services catering to a diverse range of academic disciplines.

Results

The feedback emanating from the first focus group pertained predominately to the structure and organisation of the pilot and the interpretation of the PDF's domains and typologies. This feedback is less pertinent in the context of the current study. Feedback towards the end of this initial focus group provided more relevant data pertaining to reflective practice, the identity of librarians and librarians' sense of connectedness to the wider library profession and educational community. This latter segment of insightful feedback informed the questions for the later focus group where these themes were explored in greater detail. Excluding the feedback pertaining to the organisation and execution of the pilot, there were five major themes to emerge from both focus groups:

•Flexibility and Inclusivity of the PDF

HECA Librarians felt that the PDF enabled them to effectively capture and evidence their professional activity. One Librarian felt that the PDF

did not capture the full range of tasks that librarians undertake. Two librarians felt that librarians should have had greater input into the construction and design of the PDF and pilot from the outset. Comments from focus group participants included:

It was like it had been specifically made for librarians. It seemed natural. It was flexible and inclusive and easily interpreted. The inclusive aspect of the PDF was obvious from the outset.

Librarians are referenced early on in the PDF document.

The PDF was helpful in being able to recognise additional areas for professional development particularly in relation to the teaching aspects of the librarian role.

A lot of librarian roles are hybrid roles, overlapping with IT, teaching, research etc. The PDF was highly effective in capturing the activities of a modern day blended librarian.

•The Importance of Reflection

The majority of HECA Librarians enjoyed the reflective practice element of the PDF pilot, advocating for the inclusion of reflective practice training in postgraduate library programmes. The HECA Library Group felt that resources and materials to develop the proficiency of PDF users in terms of reflective practice would help with the future implementation and adoption of the Framework.

•Librarian Isolation from the Wider Academic Community/Library Silos

The majority of HECA Librarians stated that at various points of their careers, they have felt isolated from the wider academic community, though not necessarily within their own academic institution. This feeling of isolation has lessened considerably in recent years due to the increasingly technological landscape of the higher education environment in which librarians play a key role. Private college librarians can also feel "siloed" from the wider library community. Leveraging the success of the HECA Librarians' pilot of the PDF, use of the PDF,, as well as more extensive engagement with internal institutional teaching and learning committees, were all all seen as effective means to reducing this sense of isolation. Comments included:

Librarians are not as integrated and central as they should be.
It is getting better as librarians have embraced the digital landscape. This has helped us to connect more effectively to the wider academic community.
I don't feel that I am siloed in my work. I think that this tag in relation to librarianship is tiresome. We can also hold ourselves back. Librarians need to advocate more strongly than we do for our skillset. Library education programmes need to educate future librarians on how to advocate.
The PDF pilot jelled us together as a group and we got the best out of the PDF. We need to build on our identity as private college librarians using the HECA Library brand.
We can use the success of the HECA Library Group's pilot experience to promote HECA librarian involvement in more national projects of this nature from the outset. The HECA Library Group should also advocate for funding for involvement in national projects.

•The PDF and Connectedness

Participation in the pilot of the PDF itself created a sense of connectedness. HECA Librarians were the most vocal on this particular theme. HECA Librarians conducted workshops on creating e-portfolios with faculty from other pilot groups. Participation in the Pilots Day conducted by the National Forum also fostered this feeling. The HECA Library Group felt that the PDF therefore showed promise in connecting disparate educational staff from across the sector. Comments included:
Interaction with public sector librarians via the L2L project has also promoted a greater sense of connectedness with the wider library sector. The PDF encouraged peer dialogue and support.
The construction of the PDF itself: the domains, typologies etc. instantly made me feel more plugged into the wider educational environment.
Encouraging all HECA Library staff regardless of grade to record their CPD activity on a communal blog is in itself a breaking down of silos between professional and non-professional library personnel.
Reflecting on certain tasks motivated me to collaborate more with the wider academic community in relation to information literacy, digital capacity skills, research and information literacy.
The PDF gave me a bit more of a voice in terms of dealing with other colleagues. I felt that I had more authority. I also initiated more collaborative projects within my institution.

•The PDF's Impact on Librarian Identity

The PDF pilot forced HECA librarians to think about their identity as a group and as individuals. Positive findings that emerged were that private college librarians see themselves as librarians first and foremost and do not identify as a separate professional strand within the library sector. HECA librarians are also confident about their identity as librarians. Joint use of the PDF was useful in bonding HECA Librarians together under the umbrella of the HECA Library Group which is seen as important by focus group participants as a means for promoting the activities of librarians in this sector. Use of the PDF highlighted the teaching role of librarians which can be expanded upon. Comments included:

My identity as a librarian is well set and founded. It did however make me realise how much teaching and learning I and other librarians do on a daily basis.

I don't feel that I have a separate identity as a private college librarian. My awareness of our identity as a HECA Library Group member strengthened via use of the PDF. That's as far as I go in relation to identifying as a private college librarian. The HECA Library Group is empowering in terms of assisting private college libraries but it is not useful to identify individually as a private college librarian.

I liked the focus on the self in the PDF. It forced me to reflect on professional development activity that benefited me personally as well as professionally.

Sometimes librarians are not as esteemed as their academic colleagues. I feel that the PDF enhanced my standing in the wider educational sector but also within the institution that I work in.

The PDF has the potential to showcase to the wider educational community on a national scale the contributions that librarians make to pivotal developments such as research, the open access movement and teaching.

Discussion

Initial pilot findings suggest that the PDF effectively captures and evidences the professional development activity of academic librarians. It also empowers and connects academic librarians. The connectedness that HECA Librarians felt after completion of the pilot with academics and the wider library sector reinforces the disconnect that can still exist

between librarians and faculty (Anthony, 2010) as well as the siloed mentality that can pervade the library profession (August Associates, 2017).

The PDF would also appear to facilitate recommendations by Meulemans and Carr (2013, pp. 83-84) that librarians need to communicate their professional values and policies as well as Pham and Tanner's call for librarians to communicate "shared values" with teaching faculty (2015, p. 10). The HECA Librarian study augments the literature on the professional development activity of academic library staff by illustrating the power of a flexible professional development framework for educators to evidence the professional development activity of academic librarians, as well as to breakdown silos both within and beyond the library profession within the higher education setting. By virtue of the organisation of the PDF pilot which incorporated a built-in focus group study and a cap on the number of participants (ten), this study has been exploratory, identifying themes that warrant further investigation on a wider scale.

A number of hypotheses emerge from the analysis of focus group feedback in this study which could be explored further, particularly as more librarians utilise the PDF, such as those librarians who are involved in the L2L project. The execution of a survey with academic librarians who have used the PDF could test the validity of these hypotheses on a national scale. The findings of this subsequent quantitative study could be triangulated against the library literature and the focus group data emanating from this study to expand and inform the theory pertaining to the professional development of librarians, particularly in an area where there is a dearth of literature in relation to library participation in national professional development frameworks in higher education. These hypotheses are:

H1: That the PDF is an effective tool for capturing, reflecting upon and evidencing the professional development activity of academic library staff.
H2: That use of the PDF promotes a greater sense of connectedness between academic librarians and the wider library and educational community.
H3: That reflective practice facilitates effective use of the PDF by academic librarians.

H4: That the PDF empowers librarians to recognise, develop and enhance their teaching capabilities.

O'Cathain, Murphy, & Nicholl, 2010, suggest that mixed methods results give more confidence in relation to research findings. The confidence of a future mixed methods study could be used to help promote the PDF to the wider academic library community nationally in relation to its adoption.

Conclusion

The PDF shows considerable promise as a tool for academic librarians to capture and evidence their professional development and to connect more effectively with the wider academic and library community. A key consideration at the close of the HECA Library Group's pilot of the PDF was a desire to continue to use the PDF. Jane Buggle, Deputy Librarian at Dublin Business School, suggests that the Library Association of Ireland could champion the PDF. She also suggests that use of the PDF could underpin applications for Associateship and Fellowship of the LAI and that the PDF be taught at library school level so that library graduates are already familiar with the Framework at the outset of their careers. Mary Buckley, Librarian at National College of Ireland, suggests that the HECA librarians keep a communal blog of professional development which is mapped to the PDF and that we obtain a HECA librarian presence on the steering committees of national projects such as the PDF. Justin Smyth, Librarian at CCT College Dublin, suggests that librarians stand up in their own right and lead the promotion of frameworks like this within our sector. The enthusiasm amongst the HECA Library Group for the PDF is a testament to the National Forum's vision for an inclusive framework. The success of the pilot in uniting private college librarians under the HECA Library Group as well as galvanising their desire for more strategic involvement in nationally funded projects within the higher education sector is perhaps the best indicator of the power of frameworks like the PDF and the vision of the National Forum that constructed it.

References

Anthony, K. (2010). Reconnecting the Disconnects: Library Outreach to Faculty as Addressed in the Literature. *College & Undergraduate Libraries*, *17*(1), 79–92. https://doi.org/10.1080/10691310903584817

Atkinson, J. (2018). *Collaboration and the Academic Library: Internal and External, Local and Regional, National and International*. Oxford: Chandos Publishing.

August Associates. (2017, June). Silos or Synergies? August white paper on performance management. Helsinki, Finland: August Associates. Retrieved from https://www.slideshare.net/AugustAssociates/august-white-paper-22017-silos-or-synergies

BIALL (2016). Professional Skills Framework. *Legal Information Management*, *16*(3), 138–176. http://dx.doi.org/10.1017/S1472669616000359

CILIP (n.d.). Your Professional Knowledge and Skills Base. Retrieved from https://archive.cilip.org.uk/sites/default/files/documents/Your%20PKSB%20WEB.pdf

Corrall, S. (2010). Educating the academic librarian as a blended professional: a review and case study. *Library Management, 31*(8/9), 567–593. https://doi.org/10.1108/01435121011093360

Cox, J. (2018). Positioning the Academic Library within the Institution: A Literature Review. *New Review of Academic Librarianship*, Advance online publication. https://doi.org/10.1080/13614533.2018.1466342

Delaney, G., & Bates, J. (2015). Envisioning the Academic Library: A Reflection on Roles, Relevancy and Relationships. *New Review of Academic Librarianship*, *21*(1), 30–51. https://doi.org/10.1080/13614533.2014.911194

Denzin, N. K., & Lincoln, Y. S. (2005). *The SAGE Handbook of Qualitative Research* (3rd ed.). Thousand Oaks, CA: SAGE.

Eldridge, J., Fraser, K., Simmonds, T., & Smyth, N. (2016). Strategic Engagement: New Models of Relationship Management for Academic Librarians. *New Review of Academic Librarianship*, *22*(2/3), 160–175. https://doi.org/10.1080/13614533.2016.1193033

Haugh, D., & Saragossi, J. (2017). Colloquium Series: A study in library faculty engagement. In C. Shi, L. Xiong, & M. B. Huang (Eds.), Proceedings of the International Conference on Embedded Education and Instruction of New Models of Library Service: The 4th International Conference of Beijing Academic Network Library (pp. 287-296). Beijing, China: Capital Normal University Press.

Hicks, D. (2016). Advocating for Librarianship: The Discourses of Advocacy and Service in the Professional Identities of Librarians. *Library Trends*, *64*(3), 615–640. https://doi.org/10.1353/lib.2016.0007

IFLA, (2016), IFLA Guidelines for Continuing Professional Development: Principles and Best Practices (2nd ed.) The Hague, Netherlands: IFLA. Retrieved from https://www.ifla.org/files/assets/cpdwl/guidelines/ifla-guidelines-for-continuing-professional-development.pdf

Kotter, W. R. (1999). Bridging the great divide: improving relations between librarians and classroom faculty. *Journal of Academic Librarianship*, *25*(4), 294–303. https://doi.org/10.1016/S0099-1333(99)80030-5

Kowalski, M. (2017). Breaking Down Silo Walls: Successful Collaboration Across Library Departments. *Library Leadership & Management*, *31*(2), 1–15. Retrieved from https://journals.tdl.org/llm/index.php/llm/article/view/7202

L2L: Librarians Learning to Support Learners Learning. (2016, November 14). Retrieved from https://www.teachingandlearning.ie/l2l-librarians-learning-support-learners-learning/

Litosseliti, L. (2003). Using Focus Groups in Research. London: Bloomsbury.

Meulemans, Y. N., & Carr, A. (2013). Not at your service: building genuine faculty-librarian partnerships. *Reference Services Review, 41*(1), 80–90. http://dx.doi.org/10.1108/00907321311300893

Montiel-Overall, P., & Hernandez, A. C. R. (2012). The Effect of Professional Development on Teacher and Librarian Collaboration: Preliminary Findings Using a Revised Instrument, TLC-III. School Library Research, 15. Retrieved from https://eric.ed.gov/?id=EJ994326

Mounce, M. (2010). Working Together: Academic Librarians and Faculty Collaborating to Improve Students' Information Literacy Skills: A Literature Review 2000-2009. *Reference Librarian, 51*(4), 300-320, Retrieved November 20, 2018, from Library & Information Science Source.

National Forum for the Enhancement of Teaching and Learning. (2016). Professional-Development-Framework-for-Circulation- 9th-July-2016.pdf. Dublin: National Forum for the Enhancement of Teaching and Learning. Retrieved from https://www.teachingandlearning.ie/publication/national- professional-development-framework-for-all-staff-who-teach-in -higher-education/

O'Cathain, A., Murphy, E., & Nicholl, J. (2010). Three techniques for integrating data in mixed methods studies. *BMJ: British Medical Journal*. 7783:1147 https://doi.org/10.1136/bmj.c4587

Phelps, S. F., & Campbell, N. (2012). Commitment and Trust in Librarian– Faculty Relationships: A Systematic Review of the Literature. *Journal of Academic Librarianship, 38*(1), 13–19. https://doi.org/10.1016/j.acalib.2011.11.003

Pham, H. T., & Tanner, K. (2015). Collaboration between Academics and Library Staff: A Structurationist Perspective. *Australian Academic & Research Libraries*, *46*(1), 2–18. https://doi.org/10.1080/00048623.2014.989661

Shore, E. (2012). Embracing Hybridity: The Merged Organization, Alt/Ac and Higher Education. *Journal of Library Administration*, *52*(2), 189–202. https://doi.org/10.1080/01930826.2012.655602

Sputore, A., Humphries, P., & Steiner, N. (2015). Sustainable academic libraries in Australia: Exploring 'radical collaborations' and implications for reference services.. Paper presented at IFLA World Library and Information Congress, August 15-21, Cape Town, South Africa. Retrieved from http://library.ifla.org/1078/1/190-sputore-en.pdf

67