

CURRICULUM VITAE

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Research Support Services
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EDUCATION

Graduate Certificate in Technology-Based Distributed Learning (2018)

Faculty of Education, University of British Columbia, Vancouver, British Columbia

Master of Library and Information Science (2017)

Faculty of Education, University of Alberta, Edmonton, Alberta

Master of Arts, History (2014)

Faculty of Arts and Social Sciences, Carleton University, Ottawa, Ontario

Research interests: Labour and gender history

Bachelor of Business Administration, Honours (1984)

Faculty of Business Administration, Simon Fraser University, Burnaby, British Columbia

Professional teaching training

Student Support Certificate (2019), Carleton University, Ottawa, Ontario

Certificate in University Teaching (2018), Carleton University, Ottawa, Ontario

Facilitator Development Workshop—ISW (2017), York University, Toronto, Ontario

Instructional Skills Workshop (2016), Ryerson University, Toronto, Ontario

ACRL Immersion Training: Teacher Track (2016), Association of College and Research Libraries, Burlington, Vermont

PROFESSIONAL PROFILE

- Extensive post-secondary experience in the design and delivery of information literacy (IL) curricula that are informed by learning theory and professional librarian IL frameworks. These curricula respond to diverse student needs by using pedagogically appropriate strategies to create a positive, culturally responsive and experiential learning environment.
- Longstanding track record of selecting/deselecting and maintaining appropriate materials for collections that support teaching, learning and research in interdisciplinary subject areas as

well as supporting the on-going development of collections policies both in assigned disciplines as well as all library holdings.

- Demonstrated ability to effectively liaise or build collaborative relationships with faculty that support teaching, learning and research at Carleton through information literacy sessions, collections development and research projects. These liaison activities include communicating effectively about library resources and services and key issues such as trends in scholarly communications (e.g., open access).
- Proven commitment to on-going enhancement of professional knowledge, skills, and abilities in relation to library and information science and chosen area of specialization (history), in part by engaging in original research projects.

Teaching

Carleton University (2008 – date)

Program-specific teaching

- Design and deliver learning modules on a range of research skills-related topics, such as citation chaining, finding primary sources, and creating strategic search term strategies.
- Teach in large, lecture-style classrooms as well as small, seminar-style settings.
- Support undergraduate and graduate students in several social science disciplines (Canadian Studies, Childhood and Youth Studies, Studies, Indigenous Studies, Women and Gender Studies) as well as students in the Digital Humanities. Also teach students in the core seminar for the Indigenous Enriched Support Program (IESP) and those enrolled in seminars offered in the Enriched Support Program (a first-year bridging program).
- Partner with faculty to create and implement original hands-on IL research skills lessons that are aligned with course learning outcomes. These sessions may be delivered as one stand-alone session or as a suite of IL lessons.
- Assess for student learning using both formative and summative strategies such as pre- and post-assessment, student surveys, one-minute papers and graded assignments.
- Design and create appropriate print and web-based learning objects such as program-based subject guides.

Professional development (in-house)

- Designing and developing effective academic skills sessions (2018). A 1.5 teaching workshop for Library and Centre for Student Academic Support staff.

Specialized IL sessions

Carleton University Educational Development Centre (2011 – date)

- Deliver an annual TA training session: *Teaching new dogs old tricks: Engaging students in research*. The session is designed for TAs in the arts and social sciences and assesses for learning using formative strategies.
- Consistently receive positive student evaluations for the sessions.
- Typical seminar size: 12 – 22 participants.

Carleton University Library (2010 – date)

Design and deliver specialized sessions on writing literature reviews and using qualitative research software (NVivo).

- Assess for student learning using formative strategies including pre- and post-assessments.

Elearning

Carleton University (2013 – date)

Program-specific teaching

- Collaborate with faculty and instructional designers to fully integrate information literacy into online course curricula. The IL curricula are aligned with course learning outcomes and delivered primarily through instructional videos and online communication with students via cuLearn, the in-house course management system.
- Deliver these modules both synchronously and asynchronously online.
- Develop original learning objects to assess for student learning. Tools include a multiple-choice quiz and results count towards students' final grades.

Individual research consultations

Carleton University (2008 – date)

Program-specific teaching

- Provide individualized research consultations.
- Students and faculty self-select to request these consultations, although sometimes faculty will offer bonus marks in a course for attending such a session.
- Consultations are designed as experiential learning experiences in which students both observe and conduct searches for resources using library tools.

Collections development

Carleton University (2008 – date)

- Actively select, maintain, and deselect from collections in assigned subject areas. This includes consulting with faculty on both new materials to purchase as well as materials that can be discarded or put into storage.
- Provide regular input into the formulation, implementation, and revision of collection policies in assigned subject areas. This includes attending regular team meetings in addition to working with the faculty library liaison to develop subject profiles and monitoring trends in acquisitions, such as demand-driven acquisition models and video streaming packages, to ensure that appropriate materials are purchased in a cost-effective manner.
- Work collaboratively with colleagues to ensure that special holdings within the collection are visible and accessible (e.g., developing the Indigenous Film Collection and the acquisition of video streaming products).
- Contribute to the preparation of library statements for academic and quality assurance documents.

Research projects

Carleton University (2008 – date)

- *Library support for the Digital Humanities (DH)*: A multi-dimensional research project to identify a strategic approach to library support for digital humanists. The project includes a scoping review, an environmental scan, and the design and piloting of a DH tool bench that will include a suite of workshops on coding, metadata, and digital repositories.
- *Creating Maud Malone: Developing a role for library instruction in Reacting to the Past*, an immersive role-playing historical pedagogy.
- *Mobilizing Traditional Knowledge for Community Well-Being*: The Native North American Travelling College (Collaborator, SSHRC Individual Partner Engage Grant)
- *Play your cards right*: Game-based learning for information literacy.
- *Aditawazi Nisoditadiwin: Between two worlds, understanding both: A new approach to cataloguing an Indigenous film collection.*

PROFESSIONAL HISTORY

Carleton University, Ottawa, Ontario

Carleton University Library, Research Support Services

Interdisciplinary Studies Librarian (May 2018 – date)

Teaching and Learning Librarian (November 2017 – April 2018)

Subject Specialist (Canadian Studies, Child Studies, Indigenous Studies and Social Work), August 2008 – 2017)

Department of University Communications

Editor, Internal Communications, October 2006 – 2008

University Recruitment Communications Officer, May 2004 – October 2006

Department of Advancement Services

Donor Communications Officer (secondment), February – May 2004

Scholarship Development and Stewardship Specialist, May 2003 – February 2004

Program Officer, Fundraising, February 2001 – May 2003

Founder and coordinator, Carleton University Writing Competition

May 2008 – 2016

North Dundas Community Hospice, Williamsburg, Ontario

Trainer, 2000 – 2014

Bereaved Families of Ontario, Ottawa Region

Public Education Coordinator and Facilitator Trainer, June 1998 – 2003

Chair, Steering Committee, April 1997 – June 1998

Facilitator/Peer Counselor, May 1992 – 1997

LivingWorks Education Inc., Suicide Intervention Trainer

Master Trainer, 1999–2011

PUBLICATIONS AND PRESENTATIONS

Publications

Book chapters

“Play your cards right: An information literacy card game for undergrads”. (2020). In Ellyssa Valenti (Kroski), (Ed.), *52 Ready-to-use gaming programs for libraries*, American Library Association. (2020). Co-authored with Colin Harkness and Ryan Tucci.

“A “honey” of a union deal: Gender and status in the labour action of Carleton University librarians, 1948–1975”. (2014). In Mary Kandiuk and Jennifer Dekker (Eds.), *In solidarity: Academic librarian labour activism and union participation in Canada*, Library Juice Press.

“Fair play or foul. Deborah Ann Norton”. In *Memories, mementoes, memorabilia. 1808 school days past 1808 – 1965*. (2014). North Grenville Historical Society (commissioned work).

Magazine articles and editorials (a sample of recent publications)

LivingWorks: Suicide intervention training that works, *Open Shelf*, October 2020

<https://open-shelf.ca/200604-librarians-need-an-mlis-true-or-false-round-iii/>

Taking responsibility: An information-seeking journey to understanding Indigenous-federal relations, a three-part series co-written with Andrew Gemmell, *Open Shelf* (March – November 2020)

Part I <https://open-shelf.ca/20200310-taking-responsibility-an-information-seeking-journey-to-understanding-indigenous-federal-relations/>

Part II <https://open-shelf.ca/200706-taking-responsibility-why-state-imposed-governance/>

Part III

<https://open-shelf.ca/201106-taking-responsibility-a-single-source-may-be-crap-when-talking-about-governance/>

Coming off the page: 3-D posters liven up the IFLA experience, with Aini Nur Farrah Hani bt Md Nor, *Open Shelf*, November 2019.

<https://open-shelf.ca/191105-coming-off-the-page-3d-posters-liven-up-ifla-experience/>

Sex, violence, and video games. Censorship in the academic library (co-authored with Wayne Jones), *Freedom to Read* 2015, *Current Censorship Issues in Canada*, the Book and Periodical Council. <https://www.freedomtoread.ca/wp-content/uploads/kit2015.pdf>

Juried conference presentations

International

Play your cards right! The role of meaningful play in teaching information literacy to first-year students, International Conference on eLearning in the Workplace, Columbia University (2017).

Play your cards right! The role of meaningful play in teaching information literacy to first-year students, workshop, Irish Conference on Game-based Learning, Cork City, Ireland (Co-presented with Colin Harkness and Ryan Tucci) (2017).

Resistance through beautiful things: The rematriation of Inuit facial tattooing, British Association of Canadian Studies Annual Conference London, England (co-presented with Katherine Snow, Carleton University) (2017).

Tell more stories: Culturally responsive instruction for Aboriginal undergrads, IFLA World Library and Information Congress, Columbus, Ohio (2016).

Tell more stories: Culturally responsive instruction for Aboriginal undergrads, Building Bridges: Washington State Higher Education Technology Conference (2016).

National

Something besides homework: Reframing research support for graduate students, Concordia University Library Research Forum, Montreal, Quebec (Co-presented with Nikki Tummon, McGill University) (2018).

Play your cards right! The role of meaningful play in teaching information literacy to first-year Students, Workshop on Instruction in Library Use (WILU) (2018).

Tell more stories: Culturally responsive instruction for Aboriginal undergrads, Workshop for Instruction in Library Use (WILU) (2016).

Solidarity by association: The unionization of professors, librarians, and support staff at Carleton University (1973 – 1976), invited panelist, panel discussion, Canada Conference, Trent University (2015).

Provincial and local

Entwined for learning: Creating Twine games for information literacy, Ontario Library Association, Super Conference (2020). <http://twine.interdisciplinarylib.ca/>

Your voice, your community: a content hack-a-thon for the next Open Shelf issue, Ontario Library Association, Super Conference (2019).

Aditawazi Nisoditadiwin: Between two worlds, understanding both: A new approach to cataloguing an Indigenous film collection, Ontario Library Association, Super Conference (2018).

What next? Preserving and managing your data when the research is done, co-presented with Jane Fry, Ontario Library Association, SuperConference (2018).

"Reacting to the Past": How students experience history through game-based learning, Carleton University Experiential Learning Symposium 2018, in partnership with Prof. Pamela Walker (2018).

Juried poster presentations

International

Play your cards right! The role of meaningful play in teaching information literacy to first-year students, IFLA World Library and Information Congress, Wroclaw, Poland (2017).

Provincial

Play your cards right! The role of meaningful play in teaching information literacy to first-year students, Ontario Library Association Super Conference (co-presented with Colin Harkness and Ryan Tucci) (2018).

Other presentations

The making of Maud Malone: Making a place for library instruction in Reacting to the Past, commissioned workshop by the ROAAr (Rare & Special Collections, Osler, Art, and Archives) outreach team for McGill University librarians (forthcoming 2021).

Librarians need an MLIS: True or false, moderated live panel discussion, *Open Shelf*,
March – May 2020

Round I <https://open-shelf.ca/20200310-librarians-need-an-mlis-true-or-false/>

Round II <https://open-shelf.ca/200406-librarians-need-an-mlis-true-or-false-round-ii/>

Round III <https://open-shelf.ca/200604-librarians-need-an-mlis-true-or-false-round-iii/>

DOCUMENTARY FILMS

Juried films

Women at the bargaining table. White collar unionization at Carleton University, a 22-minute documentary film that tells the story of union activism at Carleton University in the mid-1970s. Chosen as opening film for the 2019 Canadian Labour International Film Festival. Co-produced with the Workers' History Museum (2019 release).

AWARDS

2019 Brilliancy in Reacting Award (Historical pedagogy), awarded by the Reacting to the Past selection committee for a particularly ingenious or creative idea or pedagogical practice that advances Reacting games.

2019 Carleton University Professional Achievement Award (Librarian), awarded by the Carleton University Library Peer Evaluation Committee in honour of excellence in teaching and research.

2017 Award for Graduating Online MLIS Students (University of Alberta), awarded to a student graduating from the online MLIS who has displayed outstanding academic performance (as indicated by overall program GPA), excellent professional potential, and ongoing contributions to professional practice and service.

2016 IFLA Student Paper Award, honours students of Library and Information Science whose abstract submissions have been accepted by any IFLA Section or IFLA Unit and presented at the IFLA World Library and Information Congress.

2014 Eugene A. Forsey Prize for the best thesis on labour history, awarded by the Canadian Historical Association

2014 Winner, Carleton University Three-Minute Thesis Competition, an academic competition in which graduate students explain the breadth and significance of their research project in three minutes to a non-specialist audience.

2010 A. Andras Memorial Award, Carleton University, awarded in alternate years to a graduate student in Jewish Studies or trade union history in memory of Mr. A. Andras (member, Carleton Board of Governors) and in support of a research project or paper.

PROFESSIONAL SERVICE

International and national committees

International Federation of Library Associations

Member, Indigenous Matters Standing Committee, 2017 – date

Association of College and Research Libraries

Information Literacy Committee, July 2018 – 2020

Canadian Association of Professional Academic Librarians

Member, Education and Professional Development Committee, 2013 – date

Founder and coordinator, Game-based learning community of practice, 2020 – date

Canadian Federation of Library Associations

Member, Indigenous Matters Committee, 2017 – date)

Member, Truth and Reconciliation Committee, 2016 – 2017

Provincial committees

Ontario College and University Library Association, Toronto, Ontario

Editor, *InsideOCULA*, January 2013 – January 2015

Deputy Editor, *InsideOCULA*, November 2009 – December 2012

University committees

Carleton University Pension Committee

CUASA representative, May 2018 – April 2020

CUPE 2424 representative, May 2008 – October 2017

Carleton University Research Ethics Board (A)

Member, January 2018 – date

Conference service committees

Ontario College and University Library Association, Toronto, Ontario

Fall Conference Co-planner, 2014 – 2015

Editorial and reviewing roles

Ontario Library Association, Toronto, Ontario

Editor-in-Chief, *Open Shelf*, February 2017 – February 2021

<https://open-shelf.ca/>

International Federation of Library Associations

Reviewer, special Indigenous Matters issue of *The IFLA Journal*, 2020-2021

Editorial Board, *Capstone Seminar Series Journal*, 2017 – date

<https://capstoneseminarseries.wordpress.com/2011/03/31/anne-trepanier/>

Editorial Board, *Southern Journal of Canadian Studies*, July 2015 – 2017

Ontario College and University Library Association, Toronto, Ontario

Editor, *InsideOCULA*, January 2013 – January 2015

Deputy Editor, *InsideOCULA*, November 2009 – December 2012