**Background**

The University of Michigan Undergraduate Research Opportunity Program (UROP) is an early engagement program open to all campus first and second year students as well as students newly transferred from community colleges. The program began in 1988 as a program to improve the retention and academic success of diverse students but since 1992 has been open to all first and second year research students. Students work on faculty research projects for pay. The program is restructured to meet the needs of students and the community. Recognizing that most first and second year students may not possess the technical skills and knowledge for research, the program is working to improve student skills. The program is seeking to collaborate with the library to improve student skills.

**Lessons Learned**

The workshops offer benefits to the student entering the research environment: 
- As illustrated by these participant comments, workshops can serve to alleviate the student’s experience of being overwhelmed when faced with the expectations of performing in a real-world research or scholarly environment working alongside world-renowned researchers and experts in their fields.
- In specifying the necessary qualifications a student must possess, the project description may list previous course work or enrollment in specific workshop early in the fall semester. Thus the provision of skill-building workshops also opens the door for students with limited experience who otherwise would not be qualified to apply to projects of interest.
- The topics covered are in such demand that we have also received requests from other members of the research team to attend, and when space is available, honor those requests.

**Student Feedback**

**Student finishing his first year on a UROP Humanities project**

I remember feeling overwhelmed when I first began working on my research project and I had to search for historical documents and information within the vast records of the University Library. My involvement with UROP helped me overcome this inhibition, and has allowed me to navigate the University’s libraries for use in my both research and academic requirements.

**Workshop Evaluation Question: What will you do differently as a result of this session?**

I will search my topic in different ways and also evaluate the sources more critically, asking myself if they are biased and making sure I really analyze them instead of just accepting the information.

**Workshop: Deciphering the Biomedical Literature**

This session was very helpful in learning about the peer review process. I am now more aware of what it takes to write and publish a credible paper.

**Workshop: Scholarly Resources for Social Sciences Research**

This session gave me a more thorough understanding of the resources available to me through the University. I feel less overwhelmed now in approaching library resources like databases. This has been very helpful, and I look forward to exploring the databases. Thank You!

**Future Directions**

The University of Michigan Library and UROP are expanding their collaborations to conduct original research exploring undergraduate mentoring in the humanities and comparing effectiveness of two instructional modalties.

**Marginalia**

We are seeking funding for our project "Marginalia: a digital humanities project" to document research and mentoring trajectory among junior faculty in the humanities. UROP students are focal to the operationalization of the project under the direction of the Co-investigators representing four of the UM libraries and UROP.

**Assessment in Action Grant**

The University of Michigan Library and UROP have partnered on a recent initiative through the Association of College and Research Libraries called Assessment in Action. The University of Michigan is one of 78 institutions around the country awarded a grant to work on assessment projects to create a community of practice in order to further student success in the area of information literacy.

The goal of our project is to evaluate the success of two instructional approaches. Instruction occurs within scheduled UROP peer groups as well as in open workshops that students self-select to attend. Our question is whether students learn more in a mandatory peer-group setting than those who self-select to attend an open workshop. Data will be gathered from multiple points such as student knowledge retention from self-reported surveys, the workshop checklist completed by the student and peer advisor, an active learning assessment where students perform certain research tasks, peer instruction collaboration with UROP.

**Conclusions**

The university library affords valuable resources for undergraduate research programs. Forming an active partnership enhances the mission of both entities, and most importantly, enhances the experience of students embarking on their first experiences outside of the classroom research and scholarly activities.