

FOREWORD

In recent years, major changes have occurred in the methods and concept of watershed management. First, there have been significant advances in understanding of watershed science both in the natural and socio-economic sciences arena. Second, community and citizen involvement in watershed protection and restoration has flourished. And third, there is an increasing trend toward enhancing the role of universities and colleges in science-based watershed management.

University faculty, students, and in-kind university support are valuable resources for watershed management. There is a need and strong justification to further promote and integrate university knowledge into local watershed management activities. The university-community partnership can be a win-win situation for the university and the public. The partnership provides a service-learning environment that strengthens the university's research, education and outreach programs, makes the university's programs more relevant to real-life issues; and as a consequence of the university-community partnership, significant improvement in the health of our nation's watersheds and the public's health can be expected.

To promote the idea of university-community partnership and to integrate service-learning into watershed management programs, a panel of experts participated in a plenary session entitled "Integrating Universities' Knowledge and Student Service-Learning into Community-Based Watershed Management Programs" at the UCOWR annual conference

(August 1- 4, 2000) in New Orleans. The panel presented and discussed examples of successful university-community partnerships and service-learning programs for watershed management. This issue of the *Water Resources Update* is a compilation of several papers presented at the UCOWR meeting and contributions from a few others with unique programs and experiences.

A wide range of issues relevant to integrating university knowledge into community-based watershed management efforts is presented in this publication. Topics include the concept and philosophy of service-learning, examples of successful university-community partnerships, tips in how to start a service-learning program, benefits to the university faculty, students and the watershed community, availability of resources to develop such programs, and examples of government resources that have supported the development of service-learning and university-community partnerships.

It is expected this issue of the *Water Resources Update* will serve as a guideline for developing outstanding university-community watershed partnerships and service-learning programs that will ultimately contribute to the Clean Water Act goal of "fishable-swimmable" waters and will contribute to effective watershed management in the United States and across the globe.

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