

**MINDING THE GAP: TEACHING INTERNATIONAL CLIMATE CHANGE  
LAW THROUGH SERVICE LEARNING**

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INTRODUCTION

Recent reports about legal education highlight a gap between the real world of law practice and legal education. In March of 2007, the Carnegie Foundation called for substantial changes to the legal curriculum in

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Educating Lawyers: Preparation for the Profession of Law.<sup>1</sup> The MacCrate Report, its immediate predecessor, similarly called for change.<sup>2</sup> Individual professors and legal education groups from the American Bar Association (ABA) to the American Association of Law Schools (AALS) have joined the growing chorus to fill this void.<sup>3</sup> The AALS's Clinical Legal Skills Section offers its solution: the best practice of teaching includes "doctrine, theory, and practice as part of a unified, coordinated program of instruction."<sup>4</sup>

Bringing lawyering skills into legal education is not a new idea. Law school clinics were created in the 1970s to do just that.<sup>5</sup> Legal writing courses were also added during that time to focus on the skills of writing and communicating legal analysis.<sup>6</sup> But, these additions to the traditional legal doctrine courses in the law school catalogue were usually kept separate and isolated. A student clinician would help a client with a divorce complaint but not in conjunction with a Family Law course. Likewise, a

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1. See WILLIAM M. SULLIVAN ET AL., EDUCATING LAWYERS: PREPARING FOR THE PROFESSION OF LAW 8–9 (2007) (calling for "a dynamic curriculum that moves [students] back and forth between understanding and enactment, experience and analysis" and recommending integrating lawyering skills, legal analysis, and development of professional identity from the start of law school, supporting faculty efforts to work across the curriculum, and making better use of the second and third years and concluding that legal education should seek to unite "the two sides of legal knowledge: formal knowledge and the experience of practice").

2. AMERICAN BAR ASS'N: SECTION OF LEGAL EDUC. & ADMISSIONS TO THE BAR, REPORT OF THE TASK FORCE ON LAW SCHOOL AND THE PROFESSION: NARROWING THE GAP 6 (1992) (hereinafter The MacCrate Report).

3. See, e.g., Todd D. Rakoff & Martha Minow, *A Case for Another Case Method*, 60 VAND. L. REV. 597, 601–02 (2007) ("We do not agree with Langdell that mastery of doctrines so as 'to be able to apply them with constant facility and certainty to the ever-tangled skein of human affairs, is what constitutes a true lawyer.' Lawyering is more creative and less determinate than that formulation supposes. All lawyers need to be able to take a set of facts and see that alternative doctrinal characterizations might be applicable, and that the choice of which doctrine will be applied will depend partly on how they shape the case. Lawyers need to see how conflicting narratives might be built on the data, and to think about how those narratives might equilibrate in one setting or another. Lawyers need to be able to think about not only the specific version of a problem that presents itself, but also about the more general version of which it is but an instance.").

4. ROY STUCKEY ET AL., BEST PRACTICES FOR LEGAL EDUCATION 73 (2007); Leah M. Christensen, *The Power of Skills Training: A Study of Lawyering Skills Grades as the Strongest Predictor of Law School Success (Or in Other Words, It's Time for Legal Education to Get Serious About Skills Training If We Care About How Our Students Learn)*, 83 ST. JOHN'S L. REV. 795, 796 (2009) ("It is time for legal education to get serious about integrating skills into the law school curriculum.").

5. Susan Katcher, *Legal Training in the United States: A Brief History*, 24 WIS. INT'L L.J. 335, 371 (2006) (discussing American law schools' shift from a primarily Socratic method of teaching to one relying heavily on clinical experience).

6. *Id.*; see also Michael A. Millemann & Steven D. Schwinn, *Teaching Legal Research and Writing with Actual Legal Work: Extending Clinical Education into the First Year*, 12 CLINICAL L. REV. 441, 449 (2006) (explaining how beginning in the 1960s and 1970s, law schools "developed more holistic" writing courses to make students more competent writers).

student might draft a contract in a Legal Writing class but not in tandem with the Contracts curriculum.

This article offers one classroom innovation to mind this gap. It brings the practice of international environmental law into a traditional “doctrinal” course, integrating skills with doctrine by using real-world problem solving as a service to others in the conventional law school classroom. Problem-based service learning (PBSL) is a teaching technique with a long and proven track record at the secondary and post-secondary levels of United States education.<sup>7</sup> By adopting it in varying degrees in the law school curriculum, we build on our students’ educational experiences before they enter professional school. Law courses are particularly apt vehicles for PBSL, given their inherent focus on problem solving and the pro bono value of the legal-analysis skills being taught. There is a growing recognition that doctrine and skills, like legal research, analysis, and writing, go hand-in-hand and can be taught that way.<sup>8</sup> Likewise, professors increasingly see value in integrating clinical and writing skills.<sup>9</sup> The next step is to see how the conventional law school classroom might consciously build on these natural synergies by using PBSL to frame course assignments that connect students’ academic work to the real world.

Since 2013, Vermont Law School (VLS) has offered an international climate change law course that brings an experiential component to the traditional classroom. The course combines a semester-long relationship with a service-learning partner with onsite work at the annual Conference of Parties (COP) of the United Nations Framework Convention on Climate Change (UNFCCC).<sup>10</sup> In this way, VLS students engage in applied learning in international environmental law. Students represent VLS as a non-governmental observer delegation at the climate change COPs, while simultaneously engaging in service learning to support a least developed

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7. Cf. Kevin M. Simmons, Teaching Economics of Poverty Using a Service Learning Approach (unpublished manuscript) (on file with author) (speaking to the pervasiveness of service learning in U.S. universities).

8. See, e.g., Susan E. Thrower, *Teaching Legal Writing Through Subject-Matter Specialties: A Reconciliation of Writing Across the Curriculum*, 13 J. LEGAL WRITING INST. 3, 4 (2007); Alice M. Noble-Algire, *Desegregating the Law School Curriculum: How to Integrate More of the Skills and Values Identified by the MacCrate Report into a Doctrinal Course*, 3 NEV. L.J. 32, 32–33 (2002); Barbara J. Busharis & Suzanne E. Rowe, *The Gordian Knot: Uniting Skills and Substance in Employment Discrimination and Federal Taxation Courses*, 33 JOHN MARSHALL L. REV. 303, 305–07 (2000).

9. See generally Linda F. Smith, *Why Clinical Programs Should Embrace Civic Engagement, Service Learning and Community Based Research*, 10 CLINICAL L. REV. 723, 723 (2004).

10. *First Steps to a Safer Future: Introducing The United Nations Framework Convention on Climate Change*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/V7EN-U2UR> (last visited Oct. 23, 2016).

country (LDC) delegation.<sup>11</sup> Through this curricular innovation, our students come away from this hybrid course—where classroom teaching mixes with experiential learning and service learning frames professional skill development—with an understanding of international environmental lawmaking informed by direct experience. This innovation in one course helps VLS see other opportunities for closing the gap between law practice and legal education in the curriculum.

This article seeks to encourage integration of skills into doctrinal classes through service learning projects. To help others incorporate PBSL into their classrooms, Part I provides background on service learning's many forms, how students are exposed to it before attending law school, and how some professional schools are beginning to use it. Part II describes how service learning has been used at VLS in an international climate change course. This section maps out the steps for structuring and implementing service-learning relationships. It also notes how some course assignments may be service learning oriented, while others are not. Fundamentally, this section seeks to show how teaching goals—namely doctrinal course coverage and skills integration—can be balanced with serving a pro bono client's needs. This article concludes with analysis of student response, as well as a short list of the pros and cons of teaching this way.

## I. WHAT IS PROBLEM-BASED SERVICE LEARNING?

Practitioners define PBSL differently, but its core function is to connect student learning with solving problems posed by people and organizations in the real world.<sup>12</sup> This teaching practice has evolved during the last three decades. It originally required full-course involvement and focused more on service than on learning outcomes. Today, we see the increasing practice of using discrete PBSL assignments as one component of a course and more explicit balancing of a curriculum's service and academic goals.<sup>13</sup> Regardless of its form, PBSL is prevalent in United States high school and college courses and is growing in law schools.<sup>14</sup> Yet surprisingly, given law

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11. *List of Least Developed Countries (as of May 2016)*, U.N. COMM. FOR DEV. POLICY, <https://perma.cc/XF4W-G5LE> (last visited Jan. 10, 2017).

12. Robert Hugg & Scott Wurdinger, *A Practical and Progressive Pedagogy for Project Based Service Learning*, 19 INT'L J. TEACHING & LEARNING HIGHER EDUC. 191, 192 (2007).

13. See SULLIVAN ET AL., *supra* note 1, at 7 (detailing the service learning timeline and the current practice of teaching in an additive way).

14. Christine N. Coughlin et al., *See One, Do One, Teach One: Dissecting the Use of Medical Education's Signature Pedagogy in the Law School Curriculum*, 26 GA. ST. U. L. REV. 361, 362 (2010) (explaining the "see one, do one, teach one" approach used in medical education and noting its potential for teaching inductive and deductive analytical skills and concluding that "because medical

schools' focus on the problem method of teaching since the rise of Langdell,<sup>15</sup> relatively few law professors adopt PBSL in their classrooms.

### A. Service Learning

Service-learning initiatives and projects exist in diverse settings and forms in American education, from kindergarten through graduate and professional school. In Ojai, California, for example, kindergarten students help cook regular meals for a local senior center, and each meal corresponds to the students' study of different continents.<sup>16</sup> A high school project has students research the history of the National Park Service, the Environmental Protection Agency, and local parks and recreation departments, and culminates in students collaborating with local leaders and organizations to clean up a local park.<sup>17</sup> At the post-graduate level, medical schools at the University of Chicago<sup>18</sup> and Harvard<sup>19</sup> have organizations or administrative offices dedicated to service-learning opportunities.<sup>20</sup> Campus Compact, a national coalition of more than "1,100 colleges and universities committed to the public purposes of higher education,"<sup>21</sup> estimates that in the 2008 to 2009 academic year, students at member colleges and universities participated in 366 million hours of service.<sup>22</sup>

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students and law students develop early professional reasoning skills in parallel ways, successful medical school pedagogy may be particularly applicable to the law school setting").

15. See Myron Moskowitz, *Beyond the Case Method: It's Time to Teach with Problems*, 42 J. LEGAL EDUC. 241, 244–49 (1992) (advocating using problems in legal education); Shirley Lung, *The Problem Method: No Simple Solution*, 45 WILLAMETTE L. REV. 723, 723 (2009) ("It is a refreshing development within legal education that greater numbers of law professors creatively experiment with problem-based learning to provide explicit instruction in legal analysis and practice-oriented skills. Even more exciting, this experimentation is not the exclusive province of clinical courses; it occurs increasingly in standard core and elective courses that have been traditionally doctrine-centric. Further, the 'problem method' and other forms of problem-based learning are being introduced sooner in the law school curriculum, including large first-year doctrinal classes.").

16. Angie Genasci, *Helping Hands in Our Community*, NAT'L SERVICE-LEARNING CLEARINGHOUSE, <https://perma.cc/H7RT-6FYY> (last visited Jan. 10, 2017).

17. *Academic and Service-Learning at Shiloh and Corinth Battlefields*, NAT'L PARK FOUND., <https://perma.cc/4AFX-W9WD> (last visited Oct. 28, 2016).

18. *Service Opportunities*, U. CHI. PRITZKER SCH. MED., <https://perma.cc/U7JS-PUHW> (last visited Oct. 23, 2016).

19. *Service Learning*, HARV. MED. SCH., <https://perma.cc/ZB64-YAYU> (last visited Oct. 23, 2016).

20. See generally Nicole J. Borges & Paul J. Hartung, *Service Learning in Medical Education: Project Description and Evaluation*, 19 INT'L J. TEACHING & LEARNING HIGHER EDUC. 1, 1–2 (2007) (describing the "initial design, development, implementation, and evaluation of a service-learning project within a first-year medical school course").

21. *Who We Are*, CAMPUS COMPACT, <https://perma.cc/5ESV-ZN7U> (last visited Nov. 15, 2016).

22. CAMPUS COMPACT, ANNUAL MEMBERSHIP SURVEY RESULTS: EXECUTIVE SUMMARY 3 (2009).

Although students in the United States have multiple opportunities to participate in service-learning projects, the level of participation and commitment required by service-learning programs varies significantly.<sup>23</sup> Some service-learning requirements are extracurricular and episodic. For example, many colleges and universities encourage students to participate in service learning through volunteer opportunities, like alternative spring break trips.<sup>24</sup> This kind of service learning often consists of a single project for a finite period of time that stands apart from the students' curricula. In other settings, service-learning projects are systematically integrated into the curriculum as required components of a specific course or course of study. For example, at the University of St. Thomas in Minneapolis, all undergraduate business majors and minors are required to take a specific service-learning course that places students in "direct community service experiences."<sup>25</sup> Some undergraduate programs even require broad participation from all students. Starting in 2006, Tulane University instituted a public-service graduation requirement for all entering undergraduates as a response to Hurricane Katrina.<sup>26</sup> Although many service-learning programs and opportunities remain purely voluntary, the number of schools requiring student participation in some form of service learning for graduation is steadily increasing.<sup>27</sup>

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23. See also Alejandro Mungaray et. al., *Learning Economics by Servicing: A Mexican Experience of Service Learning in Microenterprise*, 7 INT'L REV. ECON. EDUC. 19, 19 (2008) (describing service learning in Microenterprises in Mexico).

24. See, e.g., Kelly Sundberg Seaman, *Spring Break Can Be a Transformative Experience*, DARTMOUTH NEWS (Apr. 14, 2014), <https://perma.cc/5JEG-P8RB> (describing student-organized alternative spring break trip opportunities available to undergraduates); *Alternative Spring Break*, U. VA., <http://www.atuva.student.virginia.edu/organization/alternativespringbreak/about> (last visited Nov. 5, 2016) ("Alternative Spring Break (ASB) is an entirely student-run service organization established in 1992 to conduct service projects during spring break for University of Virginia students. Originally, the trips were designed to function as a simple, service-oriented alternative to the standard college break experience. Over time the organization has expanded upon this original set of aspirations and experienced incredible growth in both the quantity and quality of service projects that make up an ASB experience.").

25. *Undergraduate Program: Service Learning*, UNIV. ST. THOMAS OPUS COLL. BUS., <https://perma.cc/P236-PPQ5> (last visited Oct. 23, 2016); see Debbi D. Brock & Susan Steiner, *Social Entrepreneurship Education: Is It Achieving the Desired Aims?* (unpublished manuscript) (on file with author) (detailing how undergraduate business programs appear to have embraced service learning); Simmons, *supra* note 7.

26. Fran Simon, *Center for Public Service Up and Running*, TULANE U. (Aug. 22, 2006), <https://perma.cc/YF3X-26S4> (outlining components of Tulane's public service graduation requirement, which includes completion of one service-learning course before the end of the sophomore year and participation in an approved public service program during junior or senior year); see also *Public Service Graduation Requirement*, TULANE U., <https://perma.cc/72UG-HTUN> (last visited Oct. 23, 2016).

27. CAMPUS COMPACT, *supra* note 21, at 6 (stating that in 2009, 49% of member colleges and universities required "academic service-learning as part of [the] core curriculum [of] at least one major" and 11% of schools required "service for graduation"); CAMPUS COMPACT, 2002 SERVICE

In addition to the range of commitment required, service-learning opportunities also vary in the level of integration into educational curricula. Even when academic credit is granted, some service-learning projects can be as simple as a one-week trip to Guatemala to build a house with Habitat for Humanity—a project with minimal academic integration into the business curriculum for which the students receive credit.<sup>28</sup> Other programs integrate service into formal curricula, using the service-learning project to reinforce the work done in the formal classroom. For example, Middlebury College addresses issues affecting riparian conservation through formal classroom discussion and assignments. The professor requires students to apply what they have learned in a collaborative project with a local community organization working on river conservation issues.<sup>29</sup>

### *B. Service in Law School*

The American Bar Association's Standing Committee on Pro Bono and Public Service evaluated 184 law schools in a recent survey of law school public interest and pro bono programs.<sup>30</sup> Forty-one schools had some type of pro bono, public service, or community service graduation requirement.<sup>31</sup> One hundred and twenty-seven schools had "formal voluntary pro bono programs," which the ABA characterizes as having some level of administrative support for facilitating student pro bono work.<sup>32</sup> Sixteen schools had "independent pro bono group projects," in which the school had no formal program for school-wide coordination, but individual pro bono projects exist, which students generally organize and run.<sup>33</sup>

Significantly, the same diversity of form and substance of service-learning opportunities broadly available in United States undergraduate education also exists within legal education. Legal education, from first year<sup>34</sup> to third year, offers service learning programs, including graduation

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STATISTICS: HIGHLIGHTS OF CAMPUS COMPACT'S ANNUAL MEMBERSHIP SURVEY 3 (2002) (showing that in 2002, 27% of the member colleges and universities surveyed incorporated service learning in majors and 7% of schools had a service-learning graduation requirement).

28. *Giving Back in Guatemala*, U. CINCINNATI C. BUS., <https://perma.cc/4ZZP-FGW7> (last visited Oct. 23, 2016).

29. MIDDLEBURY COLL., RIVER CONSERVATION PLANNING WITH THE VERMONT RIVER CONSERVANCY 1-2 (2005).

30. *Chart of Law School Pro Bono Programs*, AM. BAR ASS'N (Aug. 23, 2016), <https://perma.cc/Z6UF-V6CJ>.

31. *Id.*

32. *Id.*

33. *Id.*

34. *Community Service Program*, U. NEV. L.V. BOYD SCH. L., <https://perma.cc/PEE9-5KSC> (last visited Jan. 10, 2017) (describing the law school's community service program that requires

requirements.<sup>35</sup> Law schools also have a variety of commitment requirements for public service, from voluntary independent student projects to formal pro bono requirements with specific, mandated hours for graduation.<sup>36</sup> Finally, the integration of service-learning projects into the law school curriculum also varies.

For example, the University of Pennsylvania Law School requires students to complete 70 hours of pro bono legal work before graduation.<sup>37</sup> The requirement is seen as an opportunity for students to “gain lawyering knowledge and skills while providing critical services to clients who might otherwise not receive legal assistance.”<sup>38</sup> Students do not receive academic credit or pay for their services.<sup>39</sup> In contrast, other law schools with service requirements only mandate that students participate in some form of public-interest work.<sup>40</sup> This may be satisfied through clinical coursework or a public-interest independent study, as well as through more typical kinds of pro bono work.<sup>41</sup> Still, other law schools only require community service, which may be satisfied through legal or non-legal work.<sup>42</sup> Finally, many schools do not require service-learning at all, and much of the students’ work is done on a voluntary basis and not integrated into the curriculum.<sup>43</sup>

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first year students working in teams and with local legal services organizations to conduct weekly workshops for unrepresented people).

35. *Clinics and Field Placements*, U. MONT. SCH. L., <https://perma.cc/PA6G-ER98> (last visited Oct. 23, 2016) (requiring all third-year students to “practice in a public interest setting, either in an ‘in-house’ clinic at the law school or under the supervision of an attorney in the community”).

36. In a recent survey of law school public interest and pro bono programs, the American Bar Association’s Standing Committee on Pro Bono & Public Service evaluated pro bono programs at 177 law schools. *Chart of Law School Pro Bono Programs*, *supra* note 30. Thirty-nine schools had some type of pro bono, public service, or community service graduation requirement. *Id.* One hundred and nineteen schools had “formal voluntary pro bono programs,” characterized by the ABA as having some level of administrative support for facilitating student pro bono work. *Id.* Nineteen schools had “independent pro bono group projects,” in which the school had no formal program for school-wide coordination, but individual pro bono projects—generally student organized and run—exist. *Id.*

37. *Pro Bono Service*, U. PENN. LAW SCH., <https://perma.cc/T4CS-EBYB> (last visited Oct. 23, 2016).

38. *Penn Law Essentials: Who to See and What You Need*, U. PENN. L. SCH., <https://perma.cc/8K7F-4QB3> (last visited Nov. 17, 2016).

39. *Id.*

40. *Degree Requirements*, NE. U. SCH. L., <https://perma.cc/TT2G-DFSG> (last visited Jan. 11, 2017).

41. *Id.*

42. *Public Service*, U. ST. THOMAS SCH. L., <https://perma.cc/J54K-R6JV> (last visited Oct. 23, 2016) (requiring 50 hours of public service during the three years of law school but noting that “the public service requirement does not need to be law-related”).

43. *Chart of Law School Pro Bono Programs*, *supra* note 30 (indicating that 143 of the 184 law schools with public service programs do not require participation as a graduation requirement).

*C. Integration of Service Learning into the Legal Classroom*

A panel at the 2011 AALS conference recognized the important contribution of law school clinics while making the case for integrating access-to-justice education—a variation on the service-learning theme—throughout the law school curriculum.<sup>44</sup> The presentations highlighted research suggesting that, to foster increased commitment of new attorneys to performing pro bono work post-graduation, law school service work “must be connected to or part of the curriculum.”<sup>45</sup> The panel explored how “experiential access-to-justice education” could be integrated into legal education to ensure that graduating students understand the gap between those who need legal services and those who provide them.<sup>46</sup> While still relatively rare, a handful of professors have begun to integrate service learning into student coursework.<sup>47</sup>

For example, the Seattle University School of Law collaborates with legal services organizations like the National Employment Law Project, ACLU of Washington, and Northwest Justice Project to use their research requests in the first-year legal writing coursework.<sup>48</sup> The student work product has made its way into successful impact litigation, amicus briefs, and lobbying, while simultaneously reinforcing students’ legal research, analysis, and writing skills.<sup>49</sup> Another example comes from Northeastern University School of Law, where first-year students do pro bono work for a variety of community-based organizations during their Legal Skills in Social Context course. This course seeks to ensure that students are “introduced to the core skills of effective team lawyering and given an

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44. Cynthia F. Adcock, *Beyond Externships and Clinics: Integrating Access to Justice Education into the Curriculum*, 62 J. LEGAL EDUC. 566, 566 (2013) (describing an annual meeting for AALS in San Francisco, California on January 8, 2011).

45. *Id.* at 574; see also DEBORAH L. RHODE, PRO BONO IN PRINCIPLE AND IN PRACTICE: PUBLIC SERVICE AND THE PROFESSIONS 125–64 (2005) (discussing an empirical analysis of pro bono services among American lawyers and law schools).

46. Laurie Morin et al., *The Service-Learning Model in the Law School Curriculum*, 56 N.Y.U. L. REV. 561, 563 (2012).

47. See, e.g., Mary Pat Treuthart, *Weaving a Tapestry: Providing Context Through Service-Learning*, 38 GONZ. L. REV. 215, 218 (2003) (creating a service-learning component integrating real-world experience into the classroom); Elizabeth Pendo, *A Service Learning Project: Disability, Access, & Health Care*, 38 J.L. MED. & ETHICS 154, 154 (2010); Patricia Salkin & John R. Nolon, *Practically Grounded: Convergence of Land Use Law Pedagogy and Best Practices*, 60 J. LEGAL EDUC. 519, 519 (2011) (explaining service learning as one of several approaches to teaching land use law); Nantiya Ruan, *Experiential Learning in the First-Year Curriculum: The Public-Interest Partnership*, 8 LEGAL COMM. & RHETORIC 191, 191 (2011).

48. Mary Nicol Bowman, *Engaging First-Year Law Students Through Pro Bono Collaborations in Legal Writing*, 62 J. LEGAL EDUC. 586, 586–89 (2013).

49. *Id.* at 591–97.

opportunity to put them into practice through an extensive legal research project on behalf of a community-based or public service organization.”<sup>50</sup>

New research suggests that integrating service learning into the law school classroom can have profound impacts on students.<sup>51</sup> One result is that public service, pro bono opportunities can promote leadership skills.<sup>52</sup> Another result is raising awareness about access-to-justice problems that may lead to increased pro bono work in practice.<sup>53</sup> Deborah Rhode argues that “the effect of pro bono work on lawyers is even more complex, however. Not only do lawyers reap emotional benefits from their pro bono practices, but the experiences associated with doing pro bono work can re-shape their political attitudes.”<sup>54</sup> Finally, service-learning assignments may help students transfer learning from one course to another and from law school to practice.<sup>55</sup> In sum, it looks as if service learning may mind more than one gap in legal education.

## II. HOW IS PBSL USED TO TEACH CLIMATE CHANGE LAW AT VLS?

Students at VLS have the opportunity to learn about international climate change law and policy through classroom learning and first-hand observation. Selected J.D. and Masters<sup>56</sup> students enrolled in VLS’s International Climate Change Law course engage in applied learning in international environmental law. Students represent VLS as an accredited non-governmental observer delegation at the annual COP of the UNFCCC.

This three-credit course revolves around three key components. The first two components focus on the learning environment. In the classroom,

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50. *Practicing Law Takes Practice*, NE. U. SCH. L., <https://perma.cc/4YWE-GYTQ> (last visited Oct. 23, 2016).

51. Jennah K. Jones & Amanda L. Mereau, *Community Service and Service Learning*, STATE UNIV. N.Y. COLL. OF ENVTL. SCI. & FORESTRY, <https://perma.cc/M5JH-DE2Q> (last visited Jan. 11, 2017).

52. Faith Rivers James, *Engaging Law Students in Leadership*, 30 ST. LOUIS U. PUB. L. REV. 409, 431 (2011).

53. See Martha F. Davis, *Access and Justice: The Transformative Potential of Pro Bono Work*, 73 FORDHAM L. REV. 903, 904 (2004) (responding to DEBORAH L. RHODE, ACCESS TO JUSTICE (2004)).

54. *Id.* at 908.

55. See Tonya Kowalski, *True North: Navigating for the Transfer of Learning in Legal Education*, 34 SEATTLE U. L. REV. 51, 52 (2010) (discussing how law school students would benefit from “a greater understanding about how to translate knowledge and skills to other courses and, eventually, to practice”).

56. See *Masters Degrees*, VT. L. SCH., <https://perma.cc/78JY-4T2Q> (last visited Oct. 28, 2016) (detailing VLS’s range of masters degrees, including Masters of Environmental Law and Policy (MELP), Masters of Energy Regulation and Law (MERL), and Masters of Food and Agricultural Law and Policy (MFALP) for non-JD holders); see also *LLM*, VT. L. SCH., <https://perma.cc/NSP6-WM6N> (last visited Oct. 28, 2016).

weekly classes for the full semester cover a range of topics, from the underlying theory and practice of public international and environmental law, to multiparty negotiation principles and issues raised by the provisions of the UNFCCC and its Kyoto Protocol.<sup>57</sup> Since 2013, these substantive topics have included mitigation<sup>58</sup> and adaptation<sup>59</sup> strategies; land use, forestry, and the REDD+ program;<sup>60</sup> loss and damage beyond adaptation;<sup>61</sup> climate finance;<sup>62</sup> capacity building;<sup>63</sup> technology development and transfer;<sup>64</sup> nationally determined contributions<sup>65</sup> and the transparency system to monitor them;<sup>66</sup> and the treaty architecture and governance constructed under the Paris Agreement.<sup>67</sup> Onsite at the COP, experiential learning serves as a capstone for the classroom component. VLS student delegates observe official negotiation sessions, including plenaries, contact groups, and informal consultations.<sup>68</sup> They also attend side events, press

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57. See *Kyoto Protocol*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/KX3H-TXWA> (last visited Oct. 23, 2016) (describing the Kyoto Protocol).

58. See *FOCUS: Mitigation*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/8Q2D-ZCL7> (last visited Oct. 23, 2016) (describing mitigation under the Kyoto Protocol).

59. See *FOCUS: Adaptation*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/Q5B3-4QCR> (last visited Oct. 23, 2016) (describing adaptation and its evolution).

60. See *Land Use and Climate Change*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/58X9-74MU> (last visited Oct. 23, 2016) (describing matters relating to land use).

61. *Approaches to Address Loss and Damage Associated with Climate Change Impacts in Developing Countries Particularly Vulnerable to the Adverse Effects of Climate Change*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/JL29-CZVX> (last visited Oct. 25, 2016).

62. *FOCUS: Climate Finance*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/28VA-JEK4> (last visited Oct. 23, 2016).

63. *Capacity Building*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/9B9N-N2WQ> (last visited Oct. 23, 2016).

64. *FOCUS: Technology*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/54WV-T6TJ> (last visited Oct. 25, 2016).

65. See *NDC Registry*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/5MYH-JSYW> (last visited Oct. 28, 2016) (describing nationally determined contributions).

66. See *Climate Get the Big Picture: Understanding Transparency and Accountability*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/ET8C-MKX8> (last visited Jan. 11, 2017) (describing reporting systems that contribute to transparency).

67. *The Paris Agreement*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/K5AJ-RET3> (last visited Oct. 25, 2016).

68. *COP21 & CMP 11 December 1, 2015 Daily Programme*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, U.N. Doc. FCCC/2015/VI/OD/2, <https://perma.cc/A6RE-8B8T> (last visited Oct. 23, 2016); *COP21 & CMP 11 Meetings Schedule December 7, 2015*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/3PTS-QVSY> (last visited Oct. 23, 2016).

conferences, and special briefings.<sup>69</sup> Drawing on these experiences, students blog about their observations and analyses.<sup>70</sup>

The third component links the classroom and experiential components through VLS's service-learning partnership. VLS students engage in service learning by supporting an LDC State Party Delegation in the COP negotiations. The VLS delegation researches and writes pre-COP briefing memos for the service-learning partner during the first 13 weeks of the semester. Some of these memos focus on UNFCCC governance and COP process and procedure, while others analyze substantive negotiation issues. While onsite at the COP, VLS students attend negotiation sessions in their areas of expertise, take detailed notes, and draft daily written summaries for the service-learning partner. In addition, our student delegates regularly brief the State Party Delegates in person on the latest developments.

By the end of the semester, students in the VLS international climate change course—a hybrid of classroom, experiential, and service-learning environments—develop an understanding of international environmental law informed by direct experience. In this one area of their legal education, students close the gaps between theory and practice, and knowledge and skills, when solving specific problems. Importantly, students are exposed to the need for, and garner a sense of satisfaction from, pro bono service to others.

#### *A. Creating a Service-Learning Project*

Service-learning requires clear, curricular objectives, identification of a partner whose needs fit these academic goals, sound footing in the substantive area of problem solving, and organizational skills. It is not for the novice teacher. Developing and managing a service-learning partnership requires a degree of flexibility and confidence that most of us lack in our first years of teaching. Having perspective on a subject helps a professor more comfortably decide which topics may be dropped in order to spend time on skill development. Likewise, experience in devising assignments to evaluate student learning makes it easier to take real world problems and structure them—both in terms of breadth and timeframe—so that students apply their knowledge and skill without exceeding their limits. Below, I describe five steps for structuring and implementing service-learning

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69. *Side Events and Exhibits*, U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/9XR3-2XDD> (last visited Oct. 25, 2016).

70. *Substantial and Sustained: COP22 & CMP12 Observer Delegation Blog*, VT. L. SCH., <https://perma.cc/9CJ4-BXPB> (last visited Jan. 11, 2017).

projects that I learned in a 2004 Vermont Campus Compact workshop,<sup>71</sup> and how I apply them to my International Climate Change Law course.

### 1. Clearly Identify Desired Curricular Outcomes

Before creating a service-learning project, a teacher must first establish the desired learning outcomes for the course. Once in place, one may create assignments that evaluate achievement of learning outcomes. These curricular outcomes become important reference points for identifying service-learning partners and clearly articulating the kinds of services that meet the outcomes. Through this advance thinking, teachers using service learning in their classrooms can ensure that the service component does not displace academic objectives.

One obvious goal of this international climate change law course is for students to learn a wide array of international environmental law doctrine. To do so, I expect them to critically read primary legal materials, like the UNFCCC, the Kyoto Protocol, and the Paris Agreement, as well as various forms of soft law. I also want students to understand the public policy concerns inherent in international environmental treaty negotiation and implementation. In the skills realm, I require students to work in groups in preparation for the workplace and in recognition of our need for teamwork when addressing complex issues within the semester's short timeframe. This course also consciously focuses on developing students' written and oral communication skills.

### 2. Find Community-Based "Clients" with Relevant Problems

In my experience, service-learning partners find law professors—not the other way around. A law school's prominence in its local community tends to attract inquiries for help resolving legal issues. For example, because I taught a course in Environmental Health Law, questions posed to VLS clinics, my colleagues, or even our general switchboard would eventually find their way to me. This is how my first service-learning partnership with the Manchester, New Hampshire public health department and the Center for Environmental Health Sciences at Dartmouth began. The city health department was dealing with the death of a Sudanese child. She had survived civil strife in her country and refugee camps en route to the

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71. *Homepage*, VT. CAMPUS COMPACT, <https://perma.cc/ANB3-52JS> (last visited Oct. 25, 2016).

United States, only to die of lead poisoning after eating painted plaster from the walls of an old apartment.<sup>72</sup>

From this regular supply of inquiries, teachers may readily choose a service-learning project with a problem directly relating to a course's objectives. For my international climate change law course, I drew on my personal experiences attending COPs. The uneven playing field of international negotiations is readily apparent. Delegations from the United States and China regularly exceed 100 people,<sup>73</sup> which enables them to divide up and attend the simultaneous negotiation sessions. Members of these large delegations also typically develop deep and narrow expertise areas. In contrast, LDC party delegations typically number below 20 people, if not in the single digits.<sup>74</sup> These vastly smaller delegations must choose which of the simultaneous negotiation sessions to attend and are thus at a disadvantage in gaining expertise in multiple substantive areas.

Myanmar, VLS's service-learning partner, ratifies many multilateral environmental agreements and strives to implement them via their environmental ministry's small staff and budget. Vermont Law School's U.S.-Asia Partnerships for Environmental Law<sup>75</sup> was already working with Myanmar on several natural resources governance projects. Myanmar expressed interest in our assistance with their participation in the COP negotiations. Their needs were wide ranging, from a basic understanding of the UNFCCC treaty structure and governance mechanisms, to the specifics of the evolving Paris Agreement's impact on forestry and the potential for a loss and damage mechanism. While my students and I could not answer all of their questions in the first year, we help them with selected procedural and substantive issues on a continual basis each fall, preparing for and participating in the COP negotiations. In this way, over a multi-year period, I could help to build Myanmar's capacity to operate within the UNFCCC while providing interesting and meaningful assignments to my students. This service-learning project has now been included in our VLS-Myanmar Memorandum of Understanding.<sup>76</sup>

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72. See Centers for Disease Control, *Fatal Pediatric Lead Poisoning --- New Hampshire, 2000*, 50 MORBIDITY & MORTALITY WKLY. REP. 457, 457-58 (2001).

73. See, e.g., U.N. FRAMEWORK CONVENTION ON CLIMATE CHANGE, PROVISIONAL LIST OF PARTICIPANTS: PART ONE 82-91 (2015) (including China).

74. See *id.* at 30 (including Bhutan).

75. *U.S.-Asia Partnerships for Environmental Law*, VT. L. SCH., <https://perma.cc/3KA4-GJKA> (last visited Oct. 23 2016).

76. Press Release, Vt. Law Sch., *Env'tl. Conservation Dep't of Myan., VLS Sign Agreement* (Apr. 14, 2016), <https://perma.cc/CYB9-K6W9>.

### 3. Present Problems that Directly Relate Learning Outcomes to a Client Product

Structuring service-learning assignments requires negotiation with the service-learning partner in light of course objectives. Often, our partners have pent-up research and analysis demands that can range from short Google searches to rendering legal opinions on litigation. I have observed at the COP negotiations that LDC party delegation needs may go beyond issue analysis. Needs may include logistics help with arranging foreign travel, navigating the host city and COP venue, and setting up meetings with international governmental and non-governmental organizations. While some service-learning projects may choose to include this kind of assistance, ours does not because these logistical issues do not help my students achieve the course learning outcomes.

Instead, we use our students' developing legal knowledge and skill to Myanmar's advantage, by structuring precise legal questions that students may research, analyze, and answer in written memoranda. For example, each year Myanmar's delegation includes a number of new personnel who have never attended a COP. Thus, our memos outlining the UNFCCC governance structure, COP process and rules of procedure, and the major negotiation groups help to orient Myanmar's delegation. These memos also provide invaluable learning for my students who will attend a COP for the first time at the end of the semester. We also write briefing memos on substantive negotiation issues that vary from year to year. For COP21's focus on adopting a new agreement, we analyzed key parts of the draft agreement text that was evolving over the course of the semester.<sup>77</sup> Myanmar's interest in specific articles guided the selection. These briefing memos enabled the state party delegates to brief their government before the COP, and to engage with their negotiating groups<sup>78</sup> and in the negotiation sessions during the COP. Again, these memos equally prepare the VLS student delegates to observe sessions at the COP. By working in

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77. The Parties—and my students—began with the Geneva Negotiation Text adopted in February, 2015. But, it was modified by further negotiation at the Bonn intersessional meeting, SB42, in June, 2015, and then again at special meetings of the Ad Hoc Working Group on the Durban Platform (ADP) during the fall 2015 semester, ADP2-10 in September, and ADP2-11 in October. For more background on this text negotiation, see Tracy Bach, *Human Rights in a Climate Changed World: The Impact of COP21, Nationally Determined Contributions, and National Courts*, 40 VT. L. REV. 561 (2016) (detailing background on COP21 text negotiation).

78. Myanmar is a member of the G77+China (Group of 77 and China) and the LDC (Least Developed Countries) negotiating groups active in the UNFCCC. See generally *Who's Who: Groupings and Actors*, UNITED NATIONS FRAMEWORK CONVENTION ON CLIMATE CHANGE, <https://perma.cc/XA6N-MFME> (last visited Jan. 7, 2017) (describing the various negotiating groups under the UNFCCC, including the G77+China and LDC).

teams, we are able to complete complex legal analysis and communicate it in writing in a relatively short period of time. By writing briefing memos, students refine their thinking and communication skills. Fundamentally, by structuring assignments this way, I can help produce work product that answers the service learning partner's questions and helps the students achieve the course's skills and knowledge learning outcomes.

#### 4. Prepare Students by Building Knowledge, Skills, and Abilities

The organizational trick of using service-learning in the traditional law school classroom comes when sequencing student learning. It is essential to negotiate the content and structure of the deliverables or course assignments with the service-learning partner before the course begins. Having these assignments in place and paced throughout the semester allows the teacher to scaffold the learning requirements.

This is easiest when pacing the syllabus's substantive content. For example, in order to analyze impacts of specific proposed Paris Agreement provisions, our COP21 delegation first needed to understand how the draft agreement overall differed from the UNFCCC and its Kyoto Protocol. Classroom sessions using both secondary and primary texts took place early on, followed by focused reading of the Paris Agreement drafts and then discussion of particular provisions of interest to Myanmar. To understand the profound difference between "nationally determined contributions" and the top-down commitment of the Kyoto Protocol's emissions reduction targets, students prepared memos analyzing three or four "intended nationally determined contributions" (INDCs) submitted by UNFCCC Parties by October 1, 2015.<sup>79</sup> These memos were meant more for the students' understanding than our service learning partner's; they allowed students to see how individual developed and developing countries had interpreted the INDC requirements. This assignment brought home the new "bottom up" treaty structure being negotiated in the Paris Agreement. It also underscored the sovereign right of parties to interpret COP decision and treaty language. Timing this assignment to take place before the pre-COP briefing memos gave the students more background when analyzing discrete sections of the Agreement's draft text.

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79. For more information on nationally determined contributions, INDCs, and the top-down versus bottom-up debate about the Paris Agreement, see Press Release, Tracy Bach et. al., Vt. Law Sch., COP21: Will a Paris Agreement [Decrease] [Solve] [Do Nothing On] Climate Change? (Dec. 8, 2015) <https://perma.cc/B2MZ-279N> (detailing nationally determined contributions, INDCs, and the top-down versus bottom-up debate about the Paris Agreement).

Of course, pacing the skills component of curricular goals is also important for the students' education and the service-learning partner's work product. Group work and legal communication, both written and oral, are the core skills stressed in this course. Given the former, all assignments are written collaboratively, and I deliberately structure group work so that students have the opportunity to work with different partners and practice their group-work skills with an array of personalities over the course of the semester. To refine students' research, analysis, and writing skills, I time the pre-COP briefing memos in the syllabus so that they may undergo two to three rounds of drafting. Typically, my teaching assistants and I provide individualized critique on the first drafts, and then a full-class critiquing workshop provides feedback on the second drafts. Regular short class presentations are scheduled throughout the semester to develop students' oral communication skills. Taken together, these curriculum design choices help my students develop a deep expertise in one area of the negotiations by the second half of the semester, which they share with classmates pre-COP and then with our service-learning partner onsite at the COP.

#### 5. Use Ongoing Reflection and Assessment Practices

Serving-learning experts recommend that students reflect on their learning experience throughout the project. Weekly journal entries are the typical vehicle. Unfortunately, while I admire this approach, I have never managed to incorporate it into any of the courses where I use a service-learning project. Instead, I require students to write a short reflective memo at the end of the semester. This takes place after classroom sessions and experiential learning onsite at the COP. While I offer a number of optional prompts for this memo, students regularly choose to reflect on the experience of working with the service-learning partner. This reflection also routinely takes place in casual conversations after a day of working in person with our partner at the COP. Making this kind of reflection a more systematic part of the course is one of my goals for next year's course.

#### *B. Varying Course Assignments*

One barrier to using service-learning in the traditional classroom can be the perception that it is all or nothing: either the entire course must be a service-learning project or none of it can be. The time and energy invested in developing a service-learning partnership can motivate one to organize the entire course around it. But, this does not have to be the case. For example, in my Environmental Health Law courses, I use a service-learning project for only one of the course assignments, which is intended to run for

six weeks of the 15-week semester. In the International Climate Change Law course, some of the short assignments are intended for me only, either because the service-learning partner does not need that information or because I want students to write on a specific topic without devoting multiple weeks to redrafting for a finished client work product. During the 15 weeks of the semester, I have found plenty of room for a variety of assignments.

### *C. Balancing Learning and Service Goals*

Another barrier to using service-learning in the traditional classroom can be the perception that content coverage must be sacrificed to complete these work products. While integrating legal skills into the traditional law course requires some doctrinal pruning, this strikes me as a necessary step for improving legal education because of the well-observed gap in the law school curriculum. Surveys of employers have routinely shown that the skills most prized in the workplace are legal research, analysis, and writing.<sup>80</sup> Some doctrinal knowledge can be learned at work, specific to the law in the jurisdiction.

If law professors are committed to teaching doctrine and skill together, then we will need to learn how to balance the two. Taking the next step and applying integrated teaching to problem solving in a real-world context via service learning requires little additional decrease in course coverage. In fact, working with a service-learning partner may suggest other coverage areas and lead to spending more time on some subjects than others. For example, because Myanmar has been ranked globally for three consecutive years as the second-most-vulnerable country in the world to extreme weather events,<sup>81</sup> the topics of adaptation and loss and damage are given more time in my syllabus than they would have otherwise. Likewise, because Myanmar has the largest standing forests on mainland Southeast Asia,<sup>82</sup> forestry and land-use issues receive more attention in my course.

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80. See, e.g., Neil W. Hamilton, *Changing Markets Create Opportunities: Emphasizing the Competencies Legal Employers Use in Hiring New Lawyers (Including Professional Formation/Professionalism)*, 65 S.C. L. REV. 547, 548 (2014).

81. S. KREFT ET AL., GERMANWATCH, GLOBAL CLIMATE RISK INDEX 2015, WHO SUFFERS MOST FROM EXTREME WEATHER EVENTS? WEATHER RELATED LOSS EVENTS IN 1994 TO 2013, at 26 (2014), <https://perma.cc/872U-FMT9>.

82. THE REPUBLIC OF THE UNION OF MYANMAR, MYANMAR'S INTENDED NATIONALLY DETERMINED CONTRIBUTION—INDC 1 (Aug. 25, 2015), <https://perma.cc/VF3K-TP2H>.

## III. CAN PBSL ADD VALUE TO YOUR COURSES?

Having taught this international environmental law course for four years,<sup>83</sup> I want to conclude with some analysis of student responses and of my sense of the pros and cons of teaching law this way. After 20 years of teaching courses at VLS that include doctrinal<sup>84</sup> and skills courses,<sup>85</sup> I find myself unable to separate teaching legal doctrine from teaching legal skills. I am a firm believer that “what is learned depends on how it is learned. Separating content from context simply doesn't result in successful learning.”<sup>86</sup> Likewise, I think that setting students' coursework in the context of real-world problem solving is more interesting than devising “canned” problems, paper topics, or exam questions. I also think that it represents a smart use of legal research and analysis resources for people and organizations that lack access to legal services.<sup>87</sup> Finally, my anecdotal observations affirm Professor Rhode's sense that increased participation by law students in pro bono activities in their “regular” classrooms leads not only to a greater awareness about the need for these services, but also to a stronger interest in doing pro bono work after graduation, given the satisfaction derived from these school projects.

## A. Assessing the Impact on Student Learning

“I have developed a sense of ownership of the project and I find myself working hard because my work will impact real people.”<sup>88</sup> This comment on a course evaluation from 2004 has stayed with me. While I do not know whether this student went on to do more pro bono service in practice than she or he would have without my service-learning teaching, I do know that

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83. I have also used service learning in other courses during the past twelve years, ranging from Environmental Health Law to Legal Writing II.

84. These include: Torts, Health Law, Environmental Health Law, International Environmental Law, Climate Change Law and Policy, Legal Profession (Professional Responsibility), and Genocide. *Faculty: Tracy Bach*, VT. LAW SCH., <https://perma.cc/9NAM-2MAZ> (last visited Jan. 11, 2017).

85. These include: Legal Writing and Analysis II (capstone objective writing and introduction to persuasive writing) and Appellate Advocacy (capstone persuasive writing). *Id.*

86. Tracy Bach, *Cooperation, Not Collision: A Response to When Worlds Collide*, 4 LEGAL COMM. & RHETORIC 62, 64 (2007) (quoting RICK GORDON, PROBLEM BASED SERVICE LEARNING: A FIELD GUIDE FOR MAKING A DIFFERENCE IN HIGHER EDUCATION 4 (2d ed. 2000)).

87. See Bowman, *supra* note 48, at 589–90 (describing Mary Bowman's observations about “wast[ing] potentially valuable resources”).

88. Tracy Bach, Professor at Law, Vt. Law Sch., Re-Visioning Student Problem Solving: Using Problem-Based Service Learning to Teach Legal Research, Analysis, and Writing, 5 (April 16, 2011) (on file with journal).

this technique led to high engagement in the academic work—and useful research and analysis for a local non-profit organization.<sup>89</sup>

Student comments on course evaluations from the International Climate Change Law course sound similar themes:

- “[P]articipation in the COP is invaluable as international background, and the commitment with the State Party delegation promotes social responsibility and leadership among VLS delegates.”<sup>90</sup>
- “This course was extremely worthwhile. I think more than any other of the MELP classes (and this was my last in the program), it allowed both the academic learning perspective and the real world application. And in a way that was meaningful through our service learning experience with our LDC partner.”<sup>91</sup>
- “The course allowed what the majority of courses do not: the ability to experience what you study. Working with our service learning partner gave the course a narrowed scope and context.”<sup>92</sup>
- “This class was enormously worthwhile to me. It allowed me to further my understanding of climate change law and policy, have the extraordinary opportunity to participate in the COP, and advance critical knowledge and skills needed to fulfill my dream of working in this arena. It also gave me a first-hand experience of working directly with delegates of a Least Developed Country!”<sup>93</sup>

These student comments speak volumes about the positive learning experiences outlined in the service-learning literature. Live lawyering problem solving enables students to see their developing knowledge and skills in context. The service-learning project with an LDC delegation exposes students to a developing country’s perspective on the international negotiations. Students saw our service-learning partner struggle to interact with the negotiations and legal text drafting, and reflected on their part in

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89. These IL students’ research and analysis contributed to a report that I co-authored with the Center for Environmental Health Sciences at Dartmouth. *See generally* BETHANY FLEISHMAN ET. AL., STATE LEGISLATION ADDRESSING PREVENTION OF CHILDHOOD LEAD POISONING: A POLICY REPORT FOR THE GREATER MANCHESTER (NH) PARTNERS AGAINST LEAD POISONING (2004) (offering examples for how the New Hampshire legislature could improve its lead poisoning prevention statute. New Hampshire amended its statute and regulations during the following five years).

90. Course Evaluation, International Climate Change Law (on file with author).

91. Course Evaluation, International Climate Change Law (on file with author).

92. Course Evaluation, International Climate Change Law (on file with author).

93. Course Evaluation, International Climate Change Law (on file with author).

that struggle. Finally, using service learning enhances students' awareness of, and interest in, this kind of pro bono legal work post-graduation.

*B. Balancing Course Preparation with Professional Development*

As law schools struggle to do more with less in this era of declining enrollments and budgets,<sup>94</sup> it is fair to ask if integrating PBSL into the law school classroom is too time consuming or expensive. As comments from service-learning advocates included in this article have frankly indicated, live problems can be messy. Given this reality, teachers must be flexible and experienced, both in the substantive area and in curriculum development. They must also want to stay on top of an area of law, for assignments will change with each service-learning partner and project. Finally, PBSL professors must hone their organization and diplomacy skills. At the same time one is flexible about course content and coverage when integrating a service-learning project, one must also be precise and firm on teaching goals with the service-learning partner. I strongly believe that the service aspect cannot become the tail that wags the learning dog.

While these potential downsides indicate the need for time and energy invested in curriculum development and substantive knowledge, in the end I do not perceive that I would have invested less in “regular” assignments. Would we not get bored repeating assignments and not adjusting course coverage from year to year? If PBSL imposes any additional teaching burden, it is easily justified by my own professional development and student-engagement goals. By integrating skills and doctrine into VLS's International Climate Change Law course and bringing in live problem solving via a service-learning partnership, I bridge the gap between academics and practice—for me, as well as for my students.

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94. Keith Scheuer, *The Downfall of Law School? What Current Enrollment Trends Mean*, NOODLE (Nov. 12, 2015), <https://perma.cc/YS68-CCAQ>.