How to Better Serve Undergraduates Interested in Climate Change
Phase 1 Student Survey and Focus Group Summary
May 2025

Executive Summary

In April 2025, the Berkeley Climate Change Network and the Academic Senate Task Force on Climate began a project to gather input from students on how to improve the "Berkeley Student Climate Experience." In this first phase, fifty-one students completed an online survey while 8 students took part in a one-hour focus group discussion. Valuable input was gained on both problems facing students and possible solutions.

Based on this initial input, we are proposing a two-pronged approach for the Fall semester. First, we will implement 3 basic actions to provide immediate help to students, including a student networking event (September), an improved Climate Class Guide on the BCCN website, and a student-focused version of the BCCN newsletter. Second, we will engage students, faculty and staff in further Phase II discussions on the deeper issues raised in Phase 1—including new climate classes, degrees, course threads, major requirements, advising services, and job/career preparation.

Key issues and challenges identified by students in Phase 1:

Course planning challenges: Some students struggle to find climate-related courses that fit within degree requirements and schedules. A lack of visibility into future offerings, and outdated course offerings on department websites, compound the issue.

Information frictions: Many students feel unsupported in their efforts to navigate climate change course options, find climate-related research opportunities, and identify potential career pathways. Advising on climate course offerings is limited/inconsistent across programs.

Interactions between climate courses: Some students identified climate courses that pair well together. At the same time, students expressed a desire for clearer/more coordinated progression from introductory to advanced content**.**

Environmental Justice course offerings (EJ) need more visibility: Students want more courses centered on EJ—not just as a side topic, but as a core focus. Some expressed interest in developing an EJ major or minor.

Solutions-oriented/action-oriented climate courses: Some students expressed frustration that climate course offerings are very problem-focused and not so forward looking or solutions-focused

Climate oriented career preparation is lacking: Students feel underprepared and underinformed about internships, jobs, and applied skills. Some expressed deep frustration and isolation in navigating career paths alone.

Possible Actions:

Improve Course Navigation and Planning

- Develop "climate flags" in the course catalog to help students identify climate-rich classes.
- Identify climate course threads/pathways that build on each other and fit within different majors and schedules. Document pathways and make this info available to advisors.
- Explore the potential to expand the number of climate courses that satisfy some climate-related degree/major requirements.

Maintain Up-to-Date Information

- Work with departments to clean up and clarify websites that provide course information. Where appropriate, highlight climate-related courses (including cross-listed courses).
- Identify non-disruptive ways to "pause" inactive course listings.

Enhance Advising and Student Support

- Provide undergraduate advisors with information about climate course pathways that play nicely with majors in their college.
- Hold a fall kickoff event to connect climate students, groups, and faculty.
- Create a student BCCN email sub-list with course info, events, and job leads.
- Improve and publicize the BCCN Climate Class Guide

Expand Climate Career Preparation

- Partner with BERC, SERC, and Discovery Hub to consolidate career resources.
- Pilot a "Climate Career Prep" session or panel for juniors/seniors.
- Identify courses that emphasize applied skills (e.g. hands-on modeling exercises, case studies) and solutions-oriented content.

Strengthen EJ Offerings

- Several students indicated that they wanted courses that focus on environmental justice. There are 8 courses (by Meredith's count) that have EJ as a central focus. Better coordination and communication could help students find what they are looking for.
- Support student efforts to develop an EJ major or minor.
- Increase DeCal support for EJ-focused courses and initiatives.

On-Line Survey Findings:

1. **Basic Info:** See pages 5-8 for info on the students who took the survey—class, major, current and past climate courses.
2. **Future Climate Career:** Sixty-nine percent are planning to pursue a career in a field where they will work on climate change issues. Page 9.
3. **Scheduling Issues:** Twenty-nine percent reported that there are climate courses they wanted to take but could not fit into their schedules. Seventy-one percent said this was not a problem. Pages 9-10.
4. **Complementary or Overlapping:** Students generally reported that their climate courses complemented each other with some reasonable overlap. Pages 10-12.
5. **New Course Topics:** Students provided a wide range of suggestions for new climate change course topics. Page 12.
6. **Finding Courses:** Sixty-nine percent use the Berkeley Course Catalog to find climate courses, while 20% get their info from fellow students and 12% report "Other." Page 13.
7. **Finding Jobs and Internships:** Students use a range of sources to find climate work opportunities and internships — BERC, fellow students, Handshake and LinkedIn are some of the most popular. Pages 13-14.
8. **Five Possible Improvements:** The ranking exercise (5 best to 1 least) for five possible improvements produced similar scores for each of the five. There are clues but no clear "winners" among networking events, students paired with researchers, advising, student work showcases and help with jobs and internships. Page 15.
9. **How to Improve:** The open-ended "Please Vent" question produced a wide range of responses about both process (more events, campus climate map, more info on courses) and content (specific classes, requirements, job help, etc.) Pages 15-19.

Focus Group Summary:

1. **It can be hard to find courses that are on offer and fit with schedules and requirements. Cannot tell when a course will be offered in the future so hard to plan.**

   Suggested actions:
   Could we try flags or something similar that could help students quickly identify courses with substantial climate content.

   Course threads, or suggested groupings of courses that fit into busy schedules, could be very helpful. Especially if we thread together courses that are regularly offered every year.

   Provide future schedules as possible.

A certificate program could be helpful to students trying to organize their climate studies.

Hold a formal review of the group of climate-related classes, majors, and requirements to better understand strengths and weaknesses in Berkeley's climate education.

2. **Frustration with interesting-looking courses that are listed on department websites but are never offered.** (Part of the problem is that faculty are reluctant to give up courses that took a while to get approved.)

   Suggested actions:

   Make sure that department websites stay current and are cleaned up regularly.

   Figure out a way to take a course off the website without having to give up the course.

3. **Students feel like they are on their own – no one available to help them sort through requirements, classes, etc. (Depends on school, college or department.)**

   Suggested actions:

   Provide more advising to climate-focused students. Provide a guide to climate classes. Provide more networking so students can learn from peers.

   Hold an event early in the year for students interested in climate. Showcase courses, student groups, help students meet each other, etc.

   Create a student BCCN email sub-list -- we could auto-enroll students that are already in climate courses (they could ask to be taken off). This student email would have information about courses, student events, seminars, talks etc.

4. **Career opportunities, internships etc. are hard to find.**

   Suggested actions:

   Develop more resources to help students find internships and learn about career opportunities. Use Discovery Hub, SERC, BERC and other existing resources. Invent new ways to provide this info.

   Consider a class or meeting for 3rd and 4th year climate students – nearer the end of their Berkeley time -- who are now ready for this type of career help.

5. **There is a certain amount of overlap of topics within climate courses. Part of that is the roots of many topics are similar. Mixed response from students – is this a problem or not?**

   Suggested actions:

Maybe make an introductory course and then cover more advanced topics in other courses so you don't have to repeat the basic intro material in each class. Some redundancy OK.

6. **More EJ courses needed. There are some EJ-related but not enough. EJ is usually just a small part within a larger course. EJ is not a separate issue, it is tied to many other issues and movements.**

   Suggested actions:
   Create an EJ major or minor. (Students have been working on this.)

   Provide support for more DeCal courses with EJ focus.

6. **Students not pursuing an environmental degree need to have some exposure. All students should be drawn into at least a basic understanding of climate since it is going to be a large factor in their lives.**

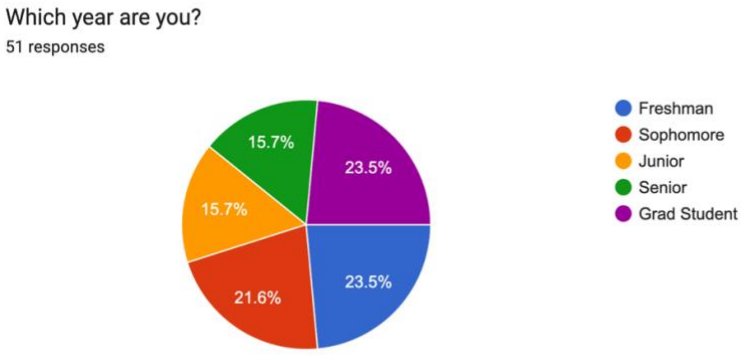
   Suggested actions:
   Create a climate literacy requirement like the one at UCSD.

7. **Decal classes can be very helpful – empower students – one unit courses have less pressure and can be quite a good way to learn.**

   Provide more support to them -- recruit and promote to faculty

<u>Detailed Survey Answers</u>

Which Year Are You?



What are your intended major(s) and minor(s)?

- Anthropology
- Art history major and education minor
- Atmospheric science

- BA Urban Studies; BS Environmental Economics & Policy; Minor in Sustainable Design
- Business Administration
- Business Administration and City Planning
- Chemistry
- Conservation and Resource Studies major and sustainable design minor
- CRS, minor GIST
- Data science and computer science
- Development Engineering
- Double Major: Molecular Environmental Biology; Environmental Economics and Policy
- Econ, data science
- Economics & Psychology. Minor: Public Policy
- EECS and business
- EECS/math minor but might do atmospheric sciences in PhD/masters
- EEP Data science
- Energy and Resources Group
- Energy Engineering, Data Science
- Engineering and Project Management
- English
- English and Political Science, with a minor in Public Policy
- English with a Music Minor
- Environmental Economics and Policy
- Environmental Economics and Policy, Sustainable Design
- environmental engineering
- environmental engineering science, data science
- Environmental Science / Environmental Engineering
- Environmental Science and Climate Science
- Haas FTMBA
- Integrative Biology
- Intended Social Welfare and/or Educational Sciences
- Journalism
- Law
- Major: Molecular Environmental Biology; Minor: Climate Science
- Majors: Environmental Economics and Policy, Sociology; Minor: Public Policy
- MBA; Sustainability
- Mechanical Engineering, Energy and Resources
- Media Studies and Econ
- Physics
- Political Economy and Society & Environment
- Political science, data science
- Society & Environment; Political Science
- society and environment
- Society and Environment
- Urban studies

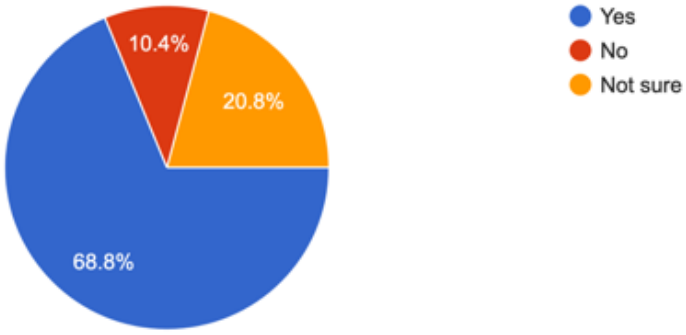
What climate-related course(s) are you currently enrolled in this semester?

- CE107 Climate change mitigation
- CIVE 11
- CIVENG 107
- Climate Change and Business Strategy; Sustainable Supply Chain
- Covering the climate crisis
- CP110
- Earth System Science/Environmental Management, Law, and Policy
- Economics of the Clean Energy Transition
- Economics of the Clean Energy Transition, Solutions for a Sustainable Future (DeCal)
- Ecopoetry
- EE 108, ER 102
- EEP 147
- ENERES 275: Water and Development
- Energy and Environmental Markets, Modeling for Energy and Infra Finance, Earth Centered Product Design
- Energy Project Finance & Development
- English 90: Ecopoetics
- English 90: Ecopoetry & Ecopoetics
- English 90: Ecopoetry and Ecopoetics
- ENVECON 147
- ENVECON 147, EE 108
- ENVECON 147, GEOG 130
  ENVECON C118 (econometrics), Envecon 147 (economics of the clean energy transition), landscape architecture 130 (sustainable landscapes and cities)
- EPS 81
- EPS 81 - Extreme Weather and Climate
- EPS 81, ESPM 22AC, and ESPM C46
- EPS 81, ESPM C22
- Eps 81: extreme weather and climate
- ESPM 50
- ESPM 50
- Extreme Weather and Climate
- Extreme Weather and Climate; Environmental Change Genetics; Quantitative Aspects of Global Environmental Problems; Global Change Biogeochemistry; Global Change Biology
- Gender and the Environment, Urban Ecology and Evolution, Covering the Climate Crisis
- Oil Futures (R5B)
- Renewable Energy Law, Policy, & Practice; Energy Project Finance & Development
- SOCIOL 122
- SOCIOL 122: Sociology of the Climate Emergency, ENERES 198: Clean Energy Campus

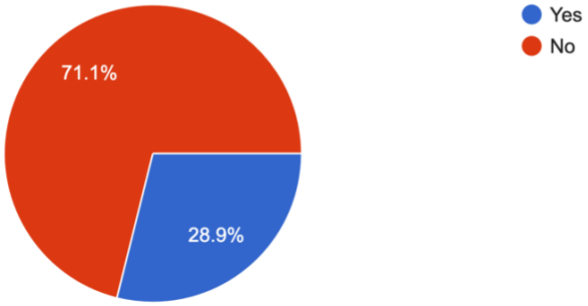
What climate-change related courses have you taken prior to this semester?

- Atmospheric, Oceanic, and Climate Dynamics; Climate Change Adaptation;
- California Climate Change Law & Policy, Climate Change and Corporate Governance, Energy Law
- Carbon Cycle Dynamics
- CE268E LCA CE256 Transportation Sustainability
- CIVE 108, EEP 147, ER 100, CIVE 11
- CIVENG 11
- Climate change and the senses, and nature and society
- Climate Change Economics, Energy and Society, Earth Systems Science, Environmental Economics 101, Environmental Economics 100, Food and the Environment
- CP140
- Decal regarding sustainable business and public health
- DEVP 221
- EEP 176 EEP 100 EEP 101
- EEP courses(EEP 101, EEP 176, EEP 100, EEP 118, EEP Honors Research), ESPM 102D, ESPM 6
- ENERES 131: Data, Environment, and Society; CYPLAN 253: Climate Justice Seminar
- ENVECON 100, Econ C3, Eneres 100
- ENVECON C176
- ENVECON C176: Climate Change Economics; CYPLAN 119: Planning for Sustainability; CYPLAN 190: Creating a Sustainable Economic Zone in Oakland
- Environmental Economics, The Biosphere, Intermediate Microeconomics with Sustainability Applications, Introduction to Culture and Natural Resource Management
- Environmental Law & Policy; Energy Law & Policy
- Environmental Studies
- EPS 50, GEOG 40
- EPS 80, EPS 88, and ESPM 60
- ESPM 15
- ESPM 15, Race Ecologies, ESPM 50AC
- ESPM 50ac
- ESPM 50AC, ESPM 15, L&S 70B, ENVECON C1, ENVECON 100, ESPM 163AC
- ESPM 50AC, ESPM C10, UGBA 192T
- ESPM 60 (not really)
- Landscape Architecture 12, Oceans, Planning for Sustainability,
- XGEOG4 World Peoples and Cultural Environments: Climate Change and Refugees

Do you plan on pursuing a career in a field where you will work on climate change issues?
48 responses



Are there climate change related courses that you want to take but cannot fit into your schedule (either due to prerequisites or enrollment restrictions or class capacity constraints)?
45 responses



If you answered "Yes" to the prior question, what climate change related courses(s) have you been unable to access?

13 responses

- ERG suite
- Quite a few ESPM courses because I have to reserve them for ENVECON courses unfortunately
- Data Science for Global Change Ecology
- While trying to fulfill some of by lower divisions many courses overlapped making hard to take the septic ones I wanted
- I'd love to know about graduate classes

- Global change biology; Introduction to field research in Global change biology
- ESPM 163A, several upper div policy courses!
- ESPM 136
- I've been wanting to take some Haas business sustainability courses
- CivE 107 -- many of the climate courses are held at the same times, so I have experienced course conflicts which reduce the number of courses I can take.
- Environmental Economics
- ARCH 140: Energy and Environment; ENERES C100: Energy and Society; PUBPOL 187: Energy Regulation and Public Policy

If you have taken multiple climate-related courses, can you comment briefly on whether these courses complement each other/overlap each other/are completely unrelated to each other. Please reference specific course numbers or titles if possible.

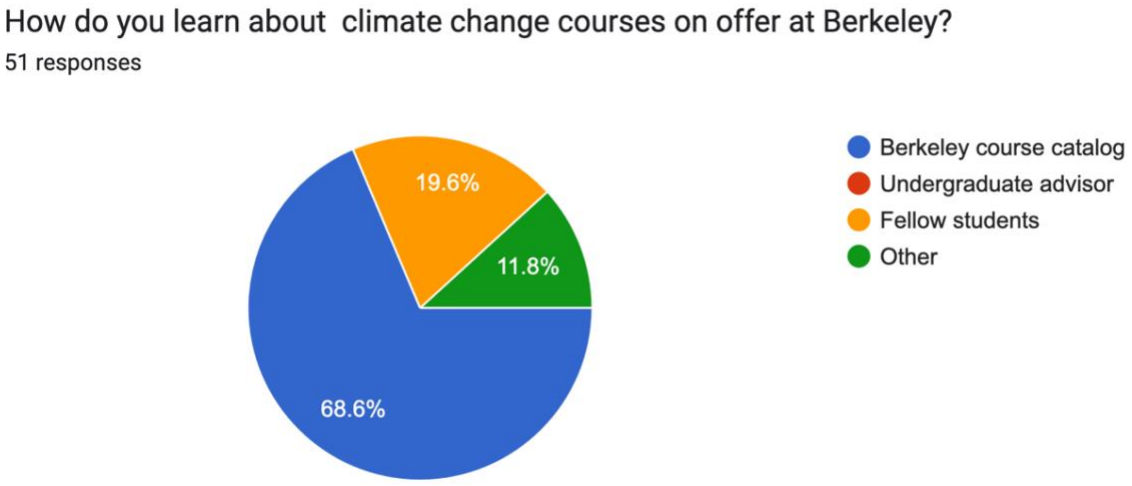
- All of the climate-related courses I've taken so far have **complemented each other** in some way. My favorite (and the most influential) course in my academic career so far has been EEP101 (Environmental Economics) with Steve Sexton.
- **CE 107 and CE 11 are quite similar**, 107 goes more into climate metrics, CE 11 is more broad
- **Climate change mitigation is highly complementary to ENVECON147**. While climate change mitigation delves into the science behind climate change and green energy, ENVECON147 sheds light on the economic aspects. These two classes cover similar topics but from different perspectives. LCA was a great way to integrate each system into the bigger picture, revealing that even net-zero energy sources aren't truly net-zero. I find this particularly interesting because it expands the scale of analysis. Transportation Sustainability focused on making transportation greener, with a strong emphasis on policies.
- ENERES 131 is about **data analysis**, CYPLAN 253 about **climate justice**, and ENERES 275 more applied **water topics**.
- Envecon 147 and Envecon 176 **complement each other well** with the topics they cover, Energy and Society complements these as well
- **EPS 50 complements with GEOG 40 and EPS 81** because they both talk about the significance of the atmosphere over Earth. **EPS 81 and GEOG 40 have the most overlap** because they both highlight the lapse rates, condensation/evaporation, energy budgets, ocean circulation and atmospheric circulation
- EPS 81 and ESPM C46 definitely have some overlap but they do complement each other as EPS 81 goes more into the science behind certain climate changes or weather events rather than the social impacts. Both of these classes have some overlap with EPS 80 but briefly as EPS 80 gets more into the ocean rather than just touching on it and focusing on the air

- ESPM 15 focuses more on the introduction to environmental science. ESPM 50 is geared to environmental justice **The only overlap is when ESPM 15 had an EJ lecture**.
- ESPM had a major focus on how **climate change affects underprivileged individuals**, while eps 81 gave a great view into the **science behind climate change**.
- **I have found that a lot of ESPM courses have a bit of overlap, especially regarding social issues**
- I have mainly taken EEP courses, but I have taken a few environmental science and policy courses to compliment the environmental concepts I learn about in EEP classes
- I have taken two courses that **do not necessarily overlap** as one is a physical science discussing the science behind the topic while the other one is focusing more on the policy and social science side of the problem.
- **I think these courses largely overlap each other in content.** Atmospheric, Oceanic, and Climate Dynamics (EPS C181) and Climate Change Adaptation (CivE 108) were the most unique courses in terms of covering very different content. However, most of the courses talked about climate change very similarly to each other (including using the same examples and diagrams) -- for example, Global Change Biogeochemistry (GEOG 143), Quantitative Aspects of Global Environmental Problems (ENERES 102), and Global Change Biology (ESPM 152) all discussed climate change in similar ways.
- Nature and society and climate change and the senses were taught by the same professor (Sarah Vaughn) and had **some overlap** but provided wonderful specifics on the multifaceted workings of climate change
- **Often, there's a fair amount of overlap in terms of topics but I've found that the approach or detail that the courses teach are never exactly the same.** For example ESPM 15 and EPS 81 both talk about the Coriolis force and El Nino but I learned/relearned different things from them that reinforced my understanding.
- **Some overlap between the different energy courses**
- **The climate classes I've taken have complemented each other very well.** Climate Change and Corporate Governance (LAW 251.75) focused on climate financing and corporate decision-making whereas California Climate Change Law and Policy (LAW 273.74) focused on land use, urban planning. However they did intersect in areas like carbon markets and mandatory disclosures.
- **The courses I have taken do not overlap**
- The courses I'm currently taken **relate well with each other** as it relates to supply chain and energy demand.
- The two courses ENVECON C176 and CYPLAN 119 are **completely different, no overlaps;** ENVECON C176 talks about carbon emissions and how to model predictions; CYPLAN 119 talks about the policy side of planning for climate change
- There has been **little overlap in the classes taken so far**

- These courses **don't completely overlap but they explore similar themes** of climate resilience.
- **They overlap in microeconomic concepts, but differ in the projects**

Are there climate change related topics that you want to learn about, but cannot find in current courses on offer? If yes, please briefly summarize.

- I'd like some classes which thought more seriously about the Friedman quote: **"When that crisis occurs, the actions that are taken depend on the ideas that are lying around."**
- What to **do** about climate change
- **Plant Impact** by climate change
- I would prefer more **clean energy/energy economics courses** which are approachable and don't feel really difficult
- Climate Change effects on the **polar regions**; how climate change modelling works/how to do it; climate change politics
- Please bring back the **Principles of Meteorology** course (lots of growing interest in meteorology at Berkeley!)
- **Climate Psychology** - something tying in behavioral psychology and responses to climate change
- **Meteorology** and specific classes on **weather related events**
- I still want to get into more **climate related design courses**
- More on **agriculture and supply chains**
- More on **satellite data and remote sensing**
- I would love to learn more about **international environmental policy and politics.**
- **Tax policy as a tool** for climate change
- **Climate change science for public health**, climate change courses not in ENG dept, climate change courses on specific topics (water, air quality, etc.)
- **Lifecycle Analysis; Supply Chain and Logistics**
- **Building Energy Modelling**

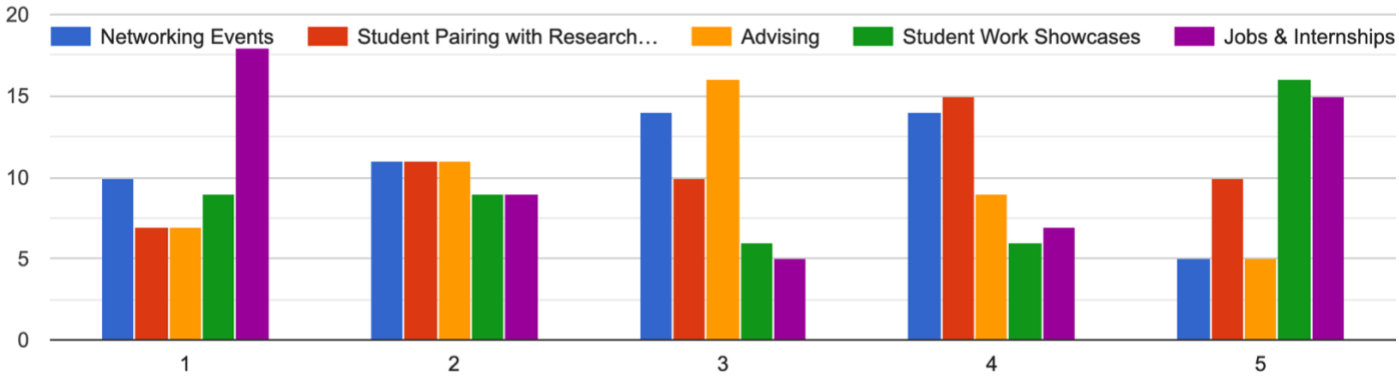


How do you find out about climate-change work opportunities and other resources?

- BERC, Climatebase
- BERC; Haas Resources; Green job boards and networks
- Berkeley class catalog including BerkeleyTime
- Club, career fair, etc
- Department emails
- Email lists, searches, and professors
- Environmentally related slacks, BFI newsletter, CNR opportunities bulletin
- Fellow students
- Fellow students
- Fellow students.
- Friends/classmates, course catalog, CNR newsletter, Bruce's newsletter
- Google
- Haas Slack, friends, climate job boards such as Work on Climate, YPE, Climate VC portfolios
- Handshake and word of mouth
- Handshake, linked-in, SERC newsletter, CNR Bulletin Board
- Handshake, LinkedIn
- Handshake; Online
- Hard to find.. I go to handshake or LinkedIn. I have started reaching out to professor and I go to events related to environmental issues, but the courses i have taken are not very career oriented and sadly many of them focus on big ideas rather than concrete present issues and solutions
- HEAVILY Struggling to find ANYTHING

- I have done my own internship/summer job searches, I'm concerned that the internships offered through CNR will be taken or that I wont fit the requirement for them if I'm not competitive enough.
- Instagram, newsletters
- LinkedIn
- LinkedIn and Handshake
- LinkedIn and job boards
- Linkedin handshake career center
- LinkedIn, Climatebase, ClimateTechList
- Looking online and talking to my peers.
- Looking them up
- Networking, Faculty, LinkedIn, student organizations
- Newsletters
- Newsletters sent out by campus
- NOAA
- Not aware of much of them, sometimes sees flyers posted around campus
- Not sure
- On-campus resources
- Online searching
- Other than the "so you want to work in climate" job board (which is not really helpful), not much. oh and i follow "climate jobs" on linked in
- Personal network and listserv emails
- Professor
- Professor
- Rausser bulletin board and newsletter, researching online,
- Student org newsletters
- Teachers, gsis, and research
- Web search, or networking
- Word of mouth, websites, and jobs fairs
- Your listserv!

Rank the following based on which you'd like our campus climate efforts to focus on most (1 being least, 5 being most):



Please vent -- what additional frustrations do you have with the campus climate change offerings and overall experience? What other things are you looking for? What could Berkeley do to support you better?

- **I don't particularly have any negatives or frustrations** towards campus climate change offerings and overall experience! I think the campus provides sufficient opportunities to engage in the topic for those that are interested and the campus also promotes student organizations to advocate for climate change - a great gateway into getting into the subject.

- **integrate it more into engineering curriculum**, provide extracurriculars for engineering and job opportunities related to climate change

- I just wish Berkeley offers **more meteorology related courses and climate science courses** because they always forget about us :(

- Accessibility and **Climate-Specific Advising**!

- I'm **frankly quite happy** with Berkeley's climate offerings and experiences. Of course it's always better to have even more classes and even more climate-focused professors, but in terms of how the overall programs are structured, I feel that the format and types of opportunities offered fit well with the type of involvement that I'm looking for in my education.

- As above, I've been annoyed that all the **courses are so backward looking and conventional**, which is not reasonable given the situation.

- **ENVECON courses do not focus on the environment enough** and do not have sustainable applications interwoven onto courses, frustrating me as someone pursuing a career in the environment. There is also 0 policy perspective, causing me to pursue a Public Policy minor. There should be **more integration of ESPM & environmental electives**, and I wish that we had an **EJ major & department on campus instead of just ONE course**! Also there are not enough social science ESPM courses, affecting many of my Society & Environment friends needing to take ESPM courses to graduate. Sustainability courses are not accessible enough on campus and most of the students in my courses are only environmental-related majors.

- Would like to have **more opportunities to learn what actual jobs are available** for people interested in climate impact, better understanding of what skills are needed, opportunities to meet people in the sector would be really helpful!

- I personally like when climate change courses are **more action-oriented**. Many Berkeley students understand it is a problem but are frustrated without a way to help address it

- Sustainability is so broad, and it is sometimes difficult to get a sense of a "day in the life" across different types of sustainability jobs. It would be helpful to have **more events and resources early in the fall to help students understand different areas to explore** throughout the academic year

- My studies focus on environment, so I have been taking climate change classes , but I think **if that's not something one seeks, they are hardly confronted with it, which is sad**. **Some intro course to climate change, from whatever perspective the major is, data or history or anything really (because climate change impacts everyone and everything** and can be studied from all angles). A lot of the classes I have taken are alarming, and they are clear on the need to do something, but the **syllabus does not seem to have evolved in the past 5-10years, when the reality we live in truly has.** It is also frustrating because sometimes it feels as though these classes exist in a vacuum, and no outside speaker are invited to talk, we are rarely faced with opposing opinions, and the solutions mentioned are always very broad (ex. end capitalism). I think utopia is important, I think ending growth mindset economic systems, is key, but it is hard for newly graduated students to take this information and apply them to real day-to-day jobs.

- I think some of the climate classes could be **a little more accessible to those not in their department as it is sometimes hard to register for classes needed to declare majors/minors of interest without already being in that department.** Also I think there

could be more ecosystem or species related climate change classes that focus on the natural impacts of climate change rather than purely the human social element.

- **A direct club working on action in all areas**, better ways to get to **connect with people** also interested

- I do wish that there were **more courses like ecopoetry that are incredibly interdisciplinary!**

- **No graduate level course**

- I think that campus does a really good job talking about what the problem is, but they kind of **fill you with dread because they don't teach you how to fix the problems**. I know so much about the climate crisis, nobody ever taught me what to do about it.

- **I think it would be so awesome for Berkeley to have a map of the climate community on campus!** It's very difficult to keep track of all of the student organizations, research labs, administrative departments, and other people plugged into the climate space, and it would be awesome to have that all laid out!

- **More data classes!** And more **centralized databases to find all jobs and grants.**

- More perspectives on climate change that are **species and human focused**, rather than just in stem and biology.

- I would have loved **a page solely dedicated to environmental courses and explaining what requirements they fulfill.** I would have taken courses a lot sooner if I had known

- **A lower division course on climate change** would've been helpful, and **upper division courses that focus on different aspects of climate change** impacts (water, air pollution, city planning, etc).

- I'd like more info on things not only related to energy. For example, **circularity and supply chain.**

- **Few classes are focusing on the hard science of climate and instead are mostly about climate policy.** There are currently few resources for people like me who want to go into climate impacts on weather to get any support. The professors feel too busy for the students and THERE IS NOT ENOUGH OF THEM to support the students. This school does not prepare

me for research at all. I have no idea where to start and all they say is that I do not have enough upper-division experience for research. Due to being from a major university other universities believe that there are opportunities within my school when there aren't. I want **a course that teaches students how to use machines in this field and helps us understand what is out there**. Because there was a LACK of support from the school I was FORCED to start up a club to do it myself. I am deeply frustrated by the **lack of meteorology-related professors and upper-division courses.** No biometeorology does not count as a type of meteorology that I am looking for; I have taken that course and know. When there is a course I like it is only offered every other year or only for the fall/spring semester. I feel hopeless in this field when research opportunities have a less than 0.5% acceptance rate and are offered by OUTSIDE universities. I was rejected by all of the 11 REUs I applied to. I have emailed 10 different people from different places asking if they have anything they can give me and the answer is no (these people were all recommended to me by professors). I don't feel supported by this school at all and my peers would say the same. Even at research fairs, there is no atmospheric representation. It sucks, do better. Sincerely, An average atmospheric student.

- I think **Berkeley is very progressive in terms of climate change.**

- I would just like to know more about HOW to go about pursuing a climate job. Like what type of profession (for now I assume research) would be best. and then just how i can start that journey at UCB

- **I'm pretty satisfied with the class I'm in right now**. If possible, I would like a part 2 to take after taking EPS 81.

- I think a few of the classes could use some **improvements on organization** and would benefit from increased resources to provide more academic support in general.

- **I feel like overall climate coverage tends to be very repetitive**, which means that I do not learn very many new things from taking many climate classes. Sometimes it is difficult to tell the depth that a course will discuss climate change science based on the course description, so this semester the content my courses cover was very repetitive. I wish it was **easier to find which labs are doing climate change work at Berkeley so be able to have undergrad research opportunities.** I also find that the climate-related classes all tend to be held at the same time and the same day, so there are course conflicts, which is especially frustrating when the courses are not offered very frequently.

- **Since my major is not climate related, I find it very hard to figure out what I could possibly do as a career.**

- **No clubs focused on climate change technologies/engineering/greenhouse gas emissions**

- Maybe it's just me, but i don't hear too much about this kind of things, probably because it's not my major or something ? I think it would be great to **make these resources easily available to students who are not enrolled in an environmental focused major.**

- I think **more climate change related networking events and other ways to meet people with similar interests**, or if these are going on then **more advertising** for them so people know about them.

- In the current administration there is a looming fear that I **will not be able to find a well-paying and desired job in the environmental field based off of my major.** I feel like even though I am at a well-renowned school with incredible opportunities, I still might not reach my desired goals. I think the course offerings are wonderful and even if I can't always get into the desired courses in my schedule, it has opened up opportunities for me to take Global courses which might end up being a concentration of mine I would not have found if only taking environmental courses.

- There should be **more events that help undergraduates land entry-level climate change jobs**. Usually, it's very difficult for undergraduates to land entry-level jobs that are sustainability/ climate change oriented; they typically require a Masters degree.

- I think we should have **more climate related events**