

Springer

1st
edition

1st ed. 2016, VI, 201 p.

Printed book

Hardcover

Printed book

Hardcover

ISBN 978-3-319-41801-8

\$ 149,99

Available

Discount group

Professional Books (2)

Product category

Special Issue

Series

Springer Climate

Other renditions

Softcover

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Softcover

ISBN 978-3-319-41803-2

Earth Sciences : Atmospheric Sciences

Jacobs, K., Moser, S., Buizer, J. (Eds.)

The US National Climate Assessment

Innovations in Science and Engagement

- Provides a comprehensive evaluation of the state of knowledge of climate change for the US
- Presents an insider-perspective on the processes used to conduct the largest and most comprehensive National Climate Assessment ever produced, written by many of the leaders of the field
- Contains a wide array of insights that is useful for a wide range of future scientific assessments, ranging from IPCC, to future national and international science assessments, to more focused evaluations of the state of knowledge within specific fields

This book offers valuable climate policy and climate assessment lessons, depicting what it takes to build a sustained climate assessment process. It explores the third U.S. National Climate Assessment (NCA3) report as compared with previous US national climate assessments, from both a process and content perspective. The U.S. Global Change Research Program is required by law to produce a National Climate Assessment report every four years, and these reports provide a comprehensive evaluation of climate science as well as observed and projected climate impacts on a variety of sectors. As the book describes, a key contribution of the NCA3 approach is a far more deliberate interdisciplinary process, as well as an engagement strategy that brought hundreds of public and private sector stakeholders into the assessment community. Among its most important conceptual contributions was an explicit focus on building the infrastructure to conduct better assessments over time and an experimental approach to analysis of the impacts of climate on cross-sectoral systems and inter-locking and cascading effects across sectors. Readers may explore innovations such as the development of regional climatologies and projections for every region of the US, as well as the development of the Global Change Information System. The book also highlights the need for decision-makers to be part of the assessment process, in order for assessment findings to be truly useful from a decision-maker's perspective.

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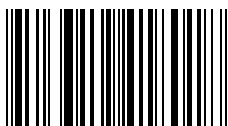
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ISBN 978-3-319-41801-8 / BIC: RB / SPRINGER NATURE: SCG36000

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