

Regular print= identical to the original

Highlighted sections= added to the original

Bold red print= changed wording from the original

\*\*(no content was eliminated from original to alternate version)

## Draft Resolution for the GCCCD Board of Trustees

### Climate Change Science Literacy

**Whereas**, the leading scientific bodies both nationally and internationally agree that the Earth's climate is changing and that humanity's release of heat-trapping gases into the atmosphere is the greatest contributor to that change;

**Whereas**, the science of global warming has prompted the United Nations and governments around the world to begin redefining our economies and to call for an end to the fossil fuel era through the Paris Agreement within the United Nations Framework Convention on Climate Change and other actions;

**Whereas**, the effects of climate change are already being experienced throughout the world, and noticeably in California, with an increase in average temperatures, wildfires, and sea levels, stressing water supplies and local ecosystems;

**Whereas**, some 89% of Californians view climate change as a serious threat to our environment and economy, and the state is responding with regulation, legislation, and continued commitment to the Paris Agreement in spite of recent federal action;

**Whereas**, given the multigenerational effects of climate change, it is crucial that all Californians understand the causes and consequences of climate disruption as well as the various evolving strategies to mitigate its effects;

**Whereas**, California's growing commitment to STEAM (science, technology, engineering, art, and math) education offers an unparalleled opportunity for preparing and equipping students to study climate disruption and to respond to it through energy-efficient and zero-carbon building practices, local renewable energy generation, and similar methods;

**Whereas**, with the California Governor's "Key Climate Change Strategies", more opportunities are available to make a difference at the institutional level through energy-efficient and zero-carbon building practices, local renewable energy generation, and similar methods;

**Be it resolved**, that the Grossmont-Cuyamaca Community College District adheres to the belief that change happens when action is taken, and therefore will continue to expand its commitment to

addressing climate change with the implementation of current and new energy efficient, and low-emission systems for infrastructure, and will inform our community of these efforts;

**Be it further resolved** that the Grossmont-Cuyamaca Community College District will **encourage** climate change science literacy, along with the social, economic, and environmental consequences of climate change to build awareness about climate justice, to ensure that all community college students within GCCCD have the opportunity to become climate change science literate;

**Be it further resolved** that the Grossmont-Cuyamaca Community College District strongly **encourages** the development of educational programs, initiatives, and/or other learning opportunities regarding climate literacy, and seeks to provide rich and varied opportunities for employees and students within GCCCD to build awareness and understanding of the social, economic, and environmental consequences of climate change;

**Be it further resolved** that the Grossmont-Cuyamaca Community College District encourages the Colleges to explore educational initiatives and programs in climate change science literacy, as well as professional development and training for educators, and links to other organizations such as the United Nations for professional, informed content as part of its program.

Submitted by: **Judd Curran/Gregg Robinson**