

Reducing Barriers to Equitable Access to Transformative Field Education via Microgrants  
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with these hidden costs consistently request more support and information to know what they need (and how to afford it) rather than requesting that field course requirements be dropped.

Abeyta et al. (2021) estimated that the median investment in typical personal field equipment needed for a geoscience field course was \$478 in 2021 (25th percentile: \$262, 75th percentile: \$759, 95th percentile: \$1,528). This analysis included personal equipment including boots, rain gear, backpack, field notebook, writing implements, water bottle, sunscreen, etc., but did not include camping equipment that is sometimes needed (i.e., tent, sleeping bag, sleeping pad) since those items can more easily be borrowed and rented. However, we note that buying, rather than renting or borrowing, camping equipment can add significant cost. Abeyta et al. (2021) noted that, due to the “pink tax” effect, comparable women’s equipment costs more than men’s equipment (typical added cost of \$61 to \$182 in their analysis) and plus sized women’s clothing increased the cost even more (typical added cost of \$25 to \$63 in their analysis).

Starting in AY 2022/2023, we have been piloting a micro-

Beyond AY23/24, we intend to achieve a more sustainable long-term funding model by: (1) encouraging GEOL faculty to consider writing migrant support into NSF grants that fund field-based research; (2) working with the GEOL Advisory Board to solicit donations to specifically support this program; and (3) building connections and collaborations with other departments to seek external grant funding to support equitable participation in field courses and other field experiences across a broad suite of disciplines.

The hidden financial costs of personal field equipment for field courses particularly significant barrier to students from underprivileged backgrounds, a group that commonly intersects with students with underrepresented identities. This project will enable students from all backgrounds to obtain equitable opportunities to succeed and benefit from