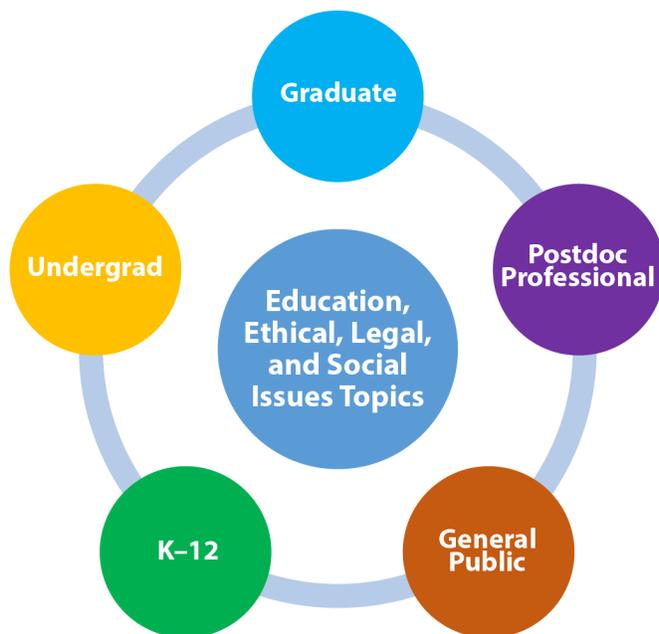


# Are You Inspiring and Educating Future Toxicologists or the Public?

If so, please [submit](#) an education, ethical, legal, and social issues (EELSI) poster for the 2020 SOT Annual Meeting by **October 18, 2019**.



Toxicology education occurs at all levels, from science outreach to undergraduate, graduate, and professional training. We want to learn what you are doing and how successful your ideas have been. The EELSI poster session is an excellent opportunity to network with other toxicology educators.

## Past Topic Examples

- Toxicology learning objectives for undergraduate courses
- Science outreach, school partnerships, and risk communication
- Low-cost toxicology lab activities
- Summer research experiences for high school and undergraduates
- Innovative toxicology pedagogy
- Graduate mentoring
- Active learning and problem-based learning in toxicology
- Career development training programs
- Post-grad and professional training programs
- Translating toxicology to the public
- Regional Chapter activities

SOT would be particularly excited about abstracts that address issues of equity and inclusion at all levels, including:

- The impact of diversity on research quality and productivity
- Evidence-based approaches to improving recruitment and retention in the biomedical research workforce
- Individual and institutional barriers to workforce diversity



## From [SOT Abstract Directions](#)

**In the case of studies that do not describe laboratory or field experiments, such as reports on educational, ethics, legal, or social initiatives, authors should:**

- Describe the research or assessment approach instead of experimental procedures.
- Summarize the study's results or findings explicitly.
- Clearly articulate the implications for stakeholders.

In addition, abstracts describing new initiatives or science policy in the regulatory community must clearly describe the impact on the practice of toxicology and/or risk assessment. Care should be taken to clearly distinguish between statements based on documented facts versus opinions. Literature surveys or reviews and background materials are insufficient in and of themselves.

## Content Guidelines for Writing an Effective Education Abstract

- What is the activity and its connection to toxicology?
- How does the activity inform, or how is the activity informed by, literature or national calls to action (e.g., PCAST reports, NRC, AAAS, HHMI, NSF, SO, Next Generation Science Standards, etc.)
- Who is in the population being served?
- What are the learning outcomes/objectives for the activity?
- What are the details of the activity that can inform other practitioners?
- How has the effectiveness of the activity been evaluated?

## Help with Your Submission

The SOT Faculty United for Toxicology Undergraduate Recruitment and Education (FUTURE) Committee and the Education and Career Development Committee (ECDC) encourage your participation in the education, ethical, legal, and social issues poster session. If you are already the presenting author on a research poster, consider including a graduate student or colleague in the development and presentation of the EELSI poster.

## EELSI Abstract Consultation

- FUTURE—[Jamie DeWitt](#)
- ECDC—[Pamela Lein](#)