



Undergraduate Educator e-Newsletter

Chairperson's Message

Welcome to this year's Fall edition of the UEN Newsletter! We're excited to share highlights for another year of undergraduate education in toxicology. Last year, responsibility for most SOT Undergraduate Initiatives shifted to the Education and Experiential Opportunities Committee (EEOC). This shift allows SOT to refocus its commitment to supporting toxicology educators. Since then, EEOC has worked to expand educator resources, improve their usability, and increase access to meaningful experiences for all trainees, including undergraduates.



Phillip A Wages, EEOC Chair

EEOC was proud to support numerous undergraduate experiences since our last newsletter. Through the SOT Undergraduate Research Awards (SURA) Program, we funded 17 outstanding undergraduate students to participate at SOT's Annual Meeting in Orlando last March. Over the summer, the SOT Internship Support Program enabled 22 students to gain valuable research experience in toxicology labs at seven institutions across the US. Highlights and reflections from these Undergraduate Research Interns can be found on [page 6](#). Applications for the upcoming round of SURA and Internship Support are now open, with deadlines on October 15, 2025 (SURA) and January 8, 2026 (Internship Support). We encourage you to consider these opportunities with your institution, students, and trainees.

At the Orlando meeting, we were pleased to endorse two engaging sessions: "Building and Improving Undergraduate Programs at Your Regional Chapter" and "Teaching in the Age of AI: Benefits, Challenges, and Ethical Considerations." In addition, the SOT Annual Meeting featured 22 posters during the Educating Future Toxicologists and Communicating with the Public Poster Session. We invite you to consider submitting a poster for SOT 2026 Annual Meeting; more details and deadlines are available on [page 5](#). EEOC also hosted our annual UEN webinar in late February, presented by Dr. Eva Oberdörster on "Embracing Our Students' Technologies: Specifications Grading & Use of AI." The recording, along with other UEN webinars, can be accessed through SOT's Education Resources:

<https://www.toxicology.org/education/edu/ugWebinars.asp>.

Looking ahead, one of our main priorities is to review our available resources for toxicology educators and identify ways to better support the UEN. Some of our initial key findings are summarized on [pages 7-8](#). We also encourage you to engage with the UEN ToXchange community. The Discussion feature offers a platform to post topics and share ideas with colleagues interested in undergraduate education. Subscribers can participate by emailing messages to SOT1961-undergraded@ConnectedCommunity.org.

Finally, I want to extend my sincere gratitude to my fellow EEOC colleagues, whose dedication makes all of these initiatives possible. We hope this UEN Newsletter is both useful and inspiring. Our committee is continually impressed by the outstanding work of the UEN community. Please feel free to reach out to me directly with suggestions on how SOT can better support undergraduate educators.

Phil Wages
Chair, Education and Experiential Opportunities Committee

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ANNUAL MEETING ACTIVITIES FOR STUDENTS

UNDERGRADUATE EDUCATION PROGRAM

Sunday, March 22, 8 am - 5 pm

- **Explore Toxicology**—A daylong program introducing diverse disciplines within the field
- **Engaging Science**—Three expert-led presentations and a real-world case study
- **Grad School Insights**—Meet graduate students and program directors to learn how to craft competitive applications
- **Career Connections**—Network with SOT mentors and toxicologists from academia, industry, and government to discover career paths



STUDENT/POSTODOC MIXER

Sunday, March 22, 7:30 - 9 pm

Kick off the meeting night by networking with peers, learning how to get involved in SOT, and reconnecting with colleagues.

*Free Add-on registration required;
refreshments provided, cash bar
available.*

IN VITRO LECTURE AND LUNCHEON

Monday, March 23, 12:00 to 1:30 pm.

Hear cutting-edge research on alternative methods, join table discussions on emerging toxicology questions, and connect with peers and award recipients. *Add-on registration required (\$10).*

GAB WITH A GRAD OVER GRUB

Tuesday, March 24, 12:30 to 1:45 pm.

Undergrad Meet-Up—Connect with peers, SOT travel awardees, and grad students to learn about graduate school and SOT opportunities—*lunch included!*

Undergraduate Awards

SOT has a variety of awards to support undergraduate students attending the Annual Meeting and for other activities. **The deadline is October 15** for the SOT undergraduate awards; if an accepted abstract is a criterion, the abstract also must be submitted by October 15. See [SOT Apply](#) and check the "Undergraduate Students" filter for a complete listing, including component group awards. A student may apply for any award for which they are eligible, but in one year, will only receive one of the national awards that provides travel support for the Annual Meeting.



key DEADLINES

October 9	October 15	November 13
SOT Education and Undergraduate Educator Award Nominations	SOT Undergraduate Award Applications Abstract Submission for undergraduate student awards	Abstract Submission

SOT funding provides support for travel, lodging, and access to special undergraduate activities at the SOT Annual Meeting.

Undergraduate Development Program Student Travel Award

Students are selected to attend the three-day Undergraduate Development Program and receive meeting registration, travel funding, and lodging. SOT is committed to inclusiveness in all its activities. We recognize that recruiting individuals with a wide range of perspectives, experiences, and backgrounds enhances creativity and drives innovation across our Society and scientific field.

- [Student Information and Application](#)

Perry J. Gehring Diversity Student Travel Award

Students who (1) received the Undergraduate Diversity Award (now the Undergraduate Development Program Award) within the last four years, (2) submit an abstract for the meeting, and (3) are from racial/ethnic groups underrepresented in the sciences can apply for this SOT meeting travel award.

- [Information and Application](#)



[SOT Undergraduate Research Award](#)

Undergraduate students who submit abstracts can apply for this award. Abstracts are due October 15. Awardees receive meeting registration, travel support, lodging, and special recognition.

- [Information and Application](#)



Remember:

UNDERGRAD **REGISTRATION**
IS FREE!

Students use the [Registration Form](#) PDF and send a copy of their student ID to [SOT Registration](#).

Awards for Undergraduate Educators

Undergraduate Development Program Advisor Travel Award

Faculty who are not members of SOT can apply for the Undergraduate Development Program Advisor Travel Award. Those who are selected receive meeting registration, travel support, lodging, and attend the Undergraduate Development program. Application deadline is **October 15**.

- [Faculty Information and Application](#)



The Rekha Mehendale Undergraduate Educator Award

This award is sponsored by the SOT Endowment Fund and is presented to an SOT member who is distinguished by outstanding contributions to the teaching of undergraduate students in toxicology and toxicology-related areas and whose efforts support the Society's strategic efforts to "build for the future of toxicology." This award consists of a plaque that is presented at the SOT Annual Meeting Awards Ceremony and a cash stipend. Application deadline is **October 9**.

- [Information and Application](#)

Additional Undergraduate Funding (for experiences outside of the Annual Meeting)

Experiential Opportunities Career Development Award

Undergraduate Affiliates (including postbacs) and Graduate Student members from groups underrepresented in the sciences can apply for up to \$1,000 funding to support educational and career development experiences.

Application deadlines are **October 31, 2025**, and **April 30, 2026**.

- [Information and Application](#)

SOT Internship Program Support

SOT funding is available to enable the support of undergraduate internships in toxicology. Intern hosts can be from both existing and new summer research programs that offer opportunities for undergraduate students to engage in high-quality toxicology research under the guidance of an SOT member. See details of 2025 internships on Page 6.

Application deadline **January 8, 2026**.

- [Information and Application](#)

Tiny Tox Talk at SOT 2026

San Diego was the site of the first SOT Tiny Tox Talks program in 2022, and these mini-presentation have grown in popularity since. Several EEOC members have both attended and presented in the "Tiny Tox Theater", and found these informal sessions to be a wonderful venue for reaching both colleagues and students. The setting is well-suited to foster interactive sessions on topics such as novel teaching modules, curriculum, approaches, mentoring and research experiences, or other topics of mutual interest to educators and/or students. Sessions last no more than 20 minutes, with Q&A, in the semi-enclosed, 50-seat Tiny Tox Theater in the ToxExpo.

- [Information](#)



Calling All Educators!

Bring Your Innovations in Education to the 2026 SOT Annual Meeting!



Submit a poster on education and training in toxicology!

Poster category "Educating Future Toxicologists and Communicating with the Public"

Deadline for submission of abstracts is **November 13, 2025**.

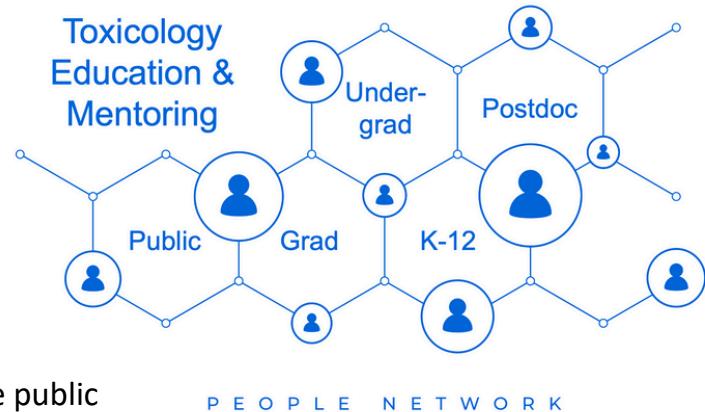
The session is focused on toxicology education that occurs at all levels

~ outreach to the public, K-12, undergraduate, graduate, post-doctoral, & professional training ~

Presenting a poster at the SOT Annual Meeting is an excellent opportunity to share your work with others and to network with other toxicology educators.

Topics of Interest Include, But Are Not Limited to:

- Toxicology content for courses & lab activities
- Summer research experiences
- Innovative methods of teaching
- Graduate mentoring innovations
- Career development training
- Translating toxicology to the public
- Risk communication at all educational levels & the public
- Programs to improve recruitment into the discipline of toxicology



Guidelines for Writing an Effective Education Abstract

What is the activity and its connection to toxicology?

Who is in the population being served?

What are the learning outcomes/objectives for the activity?

What are the details that can inform other practitioners?

How has the effectiveness of the activity been evaluated?

Abstract submission fee is \$70.

Undergraduates who are presenting authors receive a discount.

Additional Details

The SOT Scientific Program Committee reviews submissions. Abstracts related to education or outreach fit the "Educating Future Toxicologists and Communicating with the Public" category. Include project background, goals, methods, results, and implications. Differentiate facts from opinions. Literature reviews are insufficient.

Follow the SOT Abstract Directions for guidelines.

Feedback From 2025 SOT Undergraduate Research Interns

This summer EEOC members Kim Zaccaria, Christie Sayes, and Lauren Lewis hosted a virtual event for SOT supported interns to learn about their internship experiences and discuss opportunities with SOT available to undergraduates. The program included 22 SOT supported interns from across the United States. In addition, a survey was administered to assess various aspects of the SOT internship experience.

Key Takeaways!

Intern Highlights:

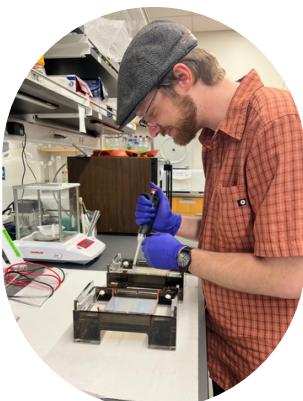
- Getting real experience in what sound research as a career might be like.
- Learning about a new area of research.
- Learning new lab techniques.
- Complete research with guidance from mentors.

Overall Experience:

- All participants felt like they made a significant contribution to research.
- Majority of interns are likely to pursue a career in research.

"I came into the summer program interested in toxicology and with plenty of questions. I'm happy to say that I left with even better questions and a robust understanding of the field"

"Thanks so much for this experience! I believe it enabled me to grow professionally and personally and make more informed decisions about my career moving forward."



Elliott Glos,
Northern Kentucky
University



Zoë Griffin,
Purdue University



Thomas Jackson,
LSU Health
Shreveport

Ellen Loran,
University of
Montana

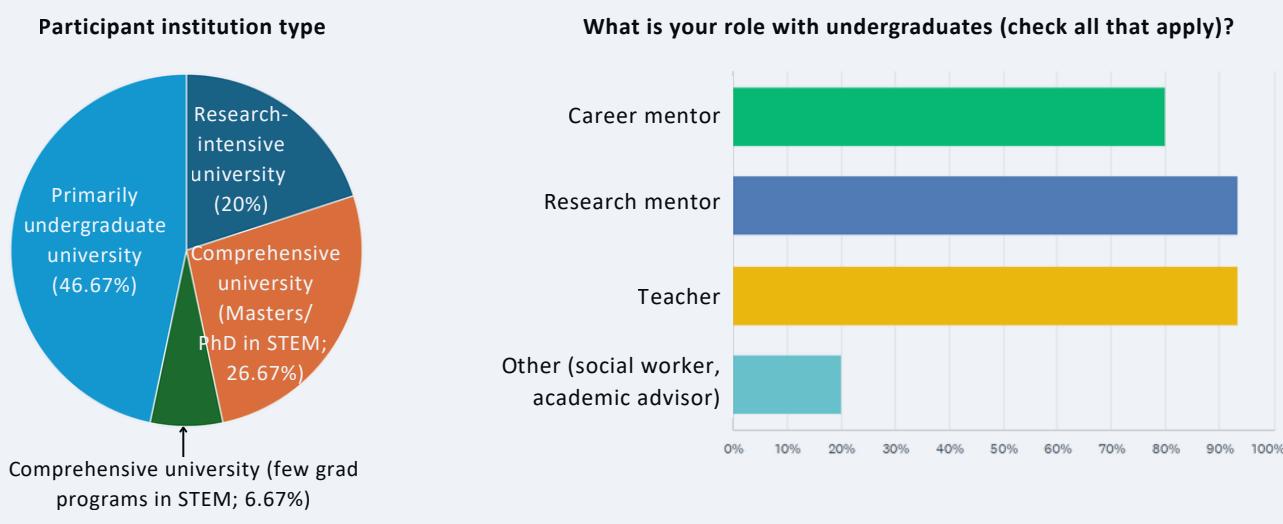


To learn more or apply, visit [SOT Internship Program Support](#).
Deadline for Summer 2026 Internship Program Support is January 8.

Undergraduate Educator Network Usage Survey

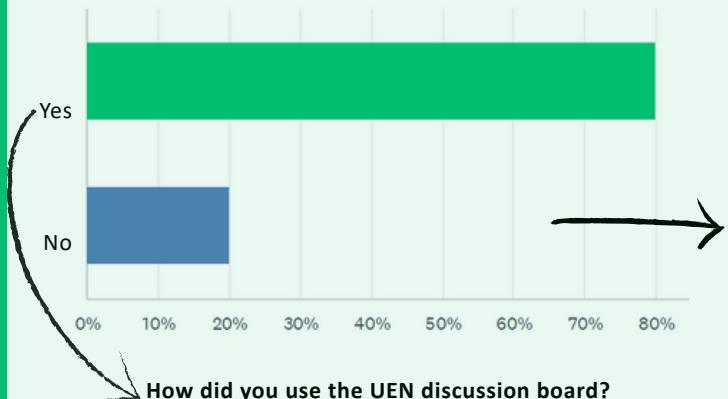
This past spring, EEOC conducted a survey of undergraduate educators to evaluate the visibility and utility of existing SOT resources and programming, and determine future programming. Approximately half of respondents were from primarily undergraduate institutions. However, the low participation in the survey itself (15 participants), communicated via the UEN ToXchange discussion board, is an indication that EEOC needs a more robust way to reach undergraduate educators. To this point, lack of awareness or ease of access to resources or webinars was a key theme observed in many responses. However, when participants were aware of materials, it was encouraging to note that participants found that the webinar topic and course support material content to be of interest and useful. Select results from the survey are highlighted below, and full survey results can be found [here](#). In order to better serve the UEN community, EEOC is thoroughly reviewing survey results and discussing strategies to address identified issues and concerns. Anyone with additional insights is encouraged to reach out to [Tracie Baker](#). Additionally, all are invited to the UEN Networking Meeting at SOT 2026 on Monday, March 23 from 4:30-5:30.

Participant Demographics

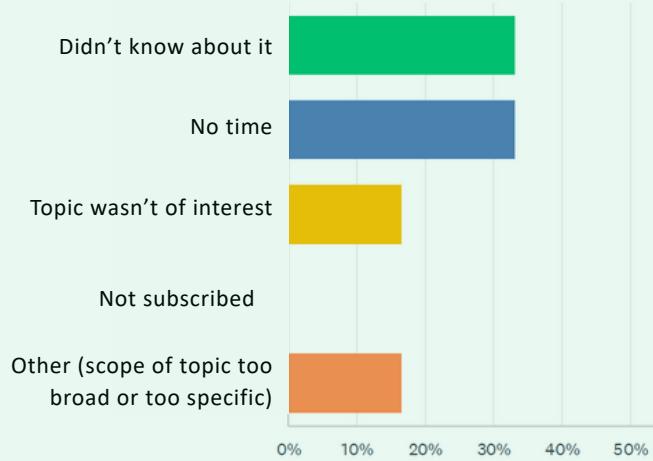


UEN ToXchange Usage

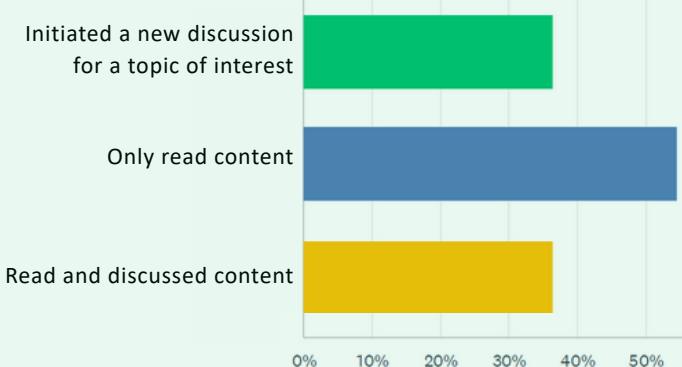
Have you read or posted UEN ToXchange discussion board messages in the last year?



Why did you not use the UEN discussion board?



How did you use the UEN discussion board?



UEN Network Meeting, SOT 2025

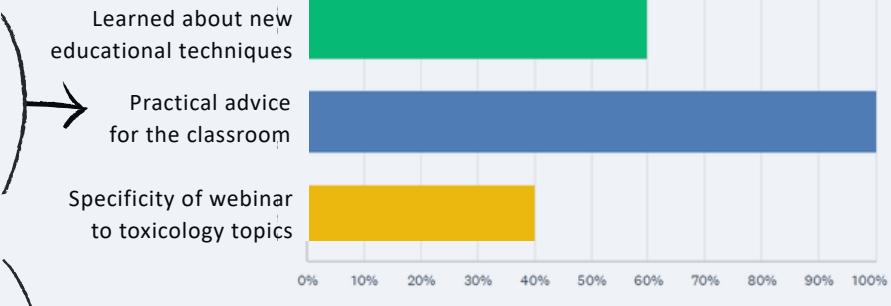
Undergraduate Educator Network Usage Survey (con't)

UEN Webinar Attendance

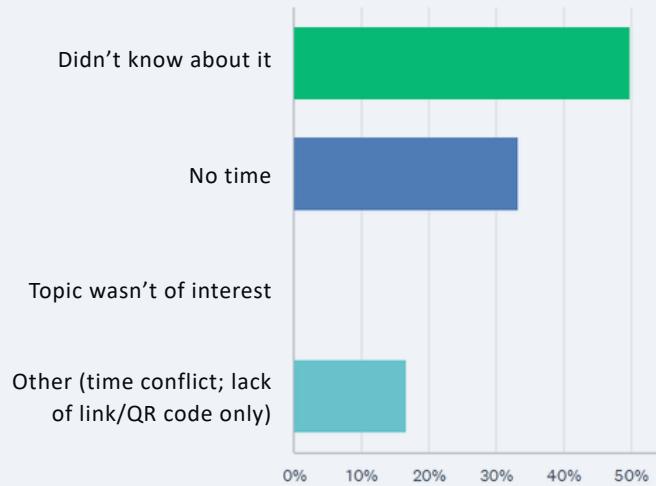
Did you attend or watch the UEN webinar “Embracing Our Student’s Technologies: From AI to Specs”?



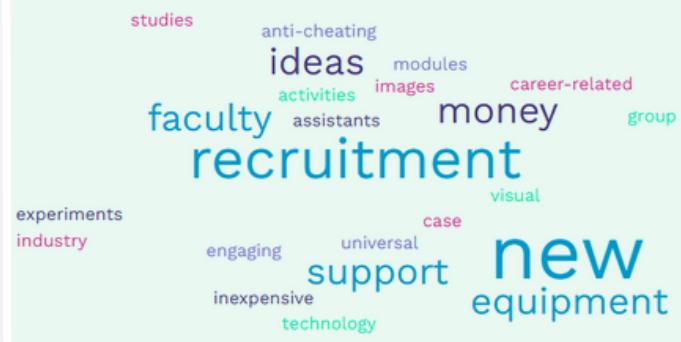
What was the most valuable take away from the UEN webinars (check all that apply)



Why did you not attend the UEN Webinar?



What is your greatest need to support your lecture/lab courses?



Upcoming Survey—How Can EEOC Best Serve All Educators?

We're all back together again!

The Education and Experiential Opportunities Committee is proud to remind all toxicology educators that the new committee structure was created to support not only undergraduate educators, but graduate educators, mentors, and future educators. Over the last year, we've had great conversations with graduate students, postdocs, and faculty in graduate programs about their needs and to gather information about how the EEOC can best support them by improving toxicology graduate education. To help in this ongoing effort, we are preparing a survey to gauge awareness about current educational resources and to determine how to prioritize our future work. Watch out for a survey link in the coming weeks!



The ToxMSDT Program: Toxicology Mentoring and Skills Development

Mindy Reynolds, Washington College

Project Overview

The Toxicology Mentoring and Skills Development ([ToxMSDT](#)) program (NIH NIGMS R25GM139200) was a five-year project to support undergraduate students through structured mentoring and professional development in toxicology. The program paired students with toxicologist mentors for monthly virtual meetings, provided site visits to mentors' workplaces, and the mentees attended the Society of Toxicology (SOT) Annual Meeting. Led by Principal Investigators Wilson Rumbeiha (University of California Davis) and Jodi Flaws, (University of Indiana Urbana-Champaign), ToxMSDT aimed to guide students toward graduate studies and careers in toxicology, with support from multiple institutional partners, including SOT.



ToxMSDT
Students
SOT 2025

Project Curriculum

A central component of the program is the development of free, online undergraduate curriculum materials available to all learners and suitable for classroom use. Updated from the initial pilot and expanded with new modules and case studies, the curriculum integrates SOT's Toxicology Learning Objectives, One Health perspectives, and active learning strategies. The curriculum effort is coordinated by SOT, with Mindy Reynolds (Washington College) as lead, alongside Joshua Gray (US Coast Guard Academy) and Betty Eidemiller (SOT). Numerous SOT members contributed to the development of the module and case study content. Students who complete the modules with an adequate score on the final exam receive a certificate of completion via email.

The [ToxMSDT modules and case studies](#) can be easily integrated into a wide range of undergraduate courses, from major-level classes to non-majors courses focused on health and the environment. Instructors can assign modules as preparatory work, using class time to deepen discussion, apply concepts through real-world scenarios, and identify areas where students need further support.

Available Modules

- [ToxTutor](#): Principles of Toxicology Parts 1-4: Provides a concentrated overview of toxicology concepts.
- [Applied Systems Toxicology](#): Introduces advanced toxicology tools like genomics and metabolomics.
- [Biochemistry](#): Explores the role of enzymes in the metabolism of toxicants, as well as how various enzymes can be inhibited by toxicants and toxins, and the resulting physiological effects.
- [Developmental and Reproductive Toxicology](#): Explores the impact of toxicants on development and reproduction.
- Environmental Exposures: Considers environmental ethics and the impacts of air and water pollution.
- [Genetics](#): Discusses how toxicants can impact genetic material, protein production, and have transgenerational effects.
- [Neurotoxicology](#): Explores the nervous system and vulnerabilities to toxicants and toxins.
- [Pathophysiology](#): Reviews how toxicants impact cells, organs, and body systems, and how these effects disrupt homeostasis in exposed organisms
- [Reproducibility and Rigor in Experimental Toxicology](#): Highlights the importance of reproducibility in toxicological research, emphasizing sound experimental design, control of confounding factors, and robust methodologies to ensure valid and reliable data collection.



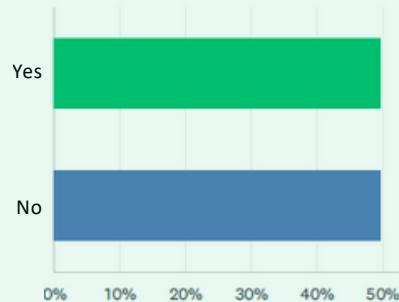
The ToxMSDT Program: Toxicology Mentoring and Skills Development (con't)

Available Case Studies

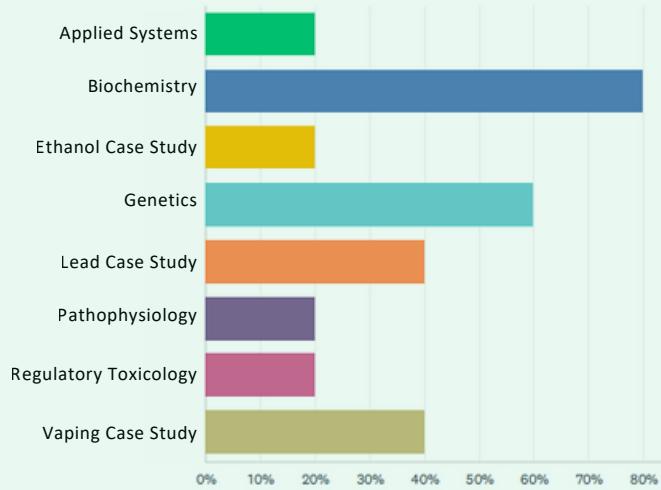
- [Aflatoxin](#): Explores aflatoxin toxicology, how it was discovered, and the importance of a One Health perspective.
- [Arsenic](#): Explores the cellular processes and genetic changes leading to neoplasia, including the mutational theory of carcinogenesis, the role of tumor suppressor genes like p53, arsenic-induced DNA alterations, and regulatory measures protecting the public from arsenic exposure.
- [Ethanol](#): Explores alcohol intoxication, blood alcohol content, and the acute and chronic health effects of ethanol.
- [Forever Chemicals](#): Analyzes the toxicological consequences of products and policies that lead to contamination of the environment.
- [Lead](#): Explores how legacy uses of lead in water pipes became a serious public health concern.
- [Pesticides](#): Explores the health effects of pesticides, how their use can cause disease and why they're regulated.
- [Toxic Tracks](#): Investigates health impact of and regulatory responses to a train derailment.
- [Vaping](#): Explores the health effects of vaping and how toxicologists assess risk by examining e-cigarette chemicals, aerosols, and ongoing research on vaping's impact on respiratory health.

Usage of ToxMSDT Resources: Results of UEN Survey

Have you used ToxMSDT resources?



Which resources have you used (check all that apply)?



Evidenced-Based Teaching Resources—CourseSource

SOT has partnered with [CourseSource](#), an online journal that targets the publication of evidence-based and tested exercises for use by undergraduate educators in the classroom.

- CourseSource includes great ideas to incorporate in your teaching! Several [examples](#) have been accepted in the toxicology collection, including papers written by SOT members Mindy Reynolds, Lauren Aleksunes, and Joshua Gray.
- Based on the recent survey results, “A Case Study for Teaching Toxicology: Using Whales as an Indicator for Environmental Health” is the most popular resource for UEN members.
- In addition to utilizing existing resources, did you know you can contribute to CourseSource? If you have a classroom exercise that you've used for years that you want to share with the broader toxicology community, SOT encourages you to share your efforts with your peers and help advance toxicology education! Joshua Gray and Wade Powell are the course editors for toxicology and can help guide your paper at any time during the process.
- To start, visit the CourseSource website and select the article template for the type of article you want to submit. It helps to download other articles of the same type to get a feel for what is typically included in a CourseSource paper.



Joshua Gray

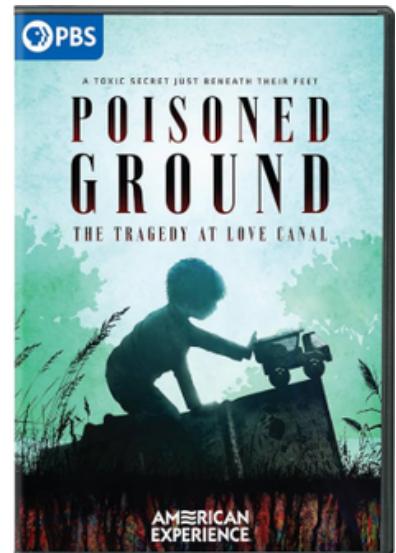


Wade Powell

St. John's University—Toxicology Events and National Toxicology Week 2025 (November 9-15)

Sue Ford, St. John's University

I hope UEN members had an enjoyable summer despite the heat and rain. Rounding out the St. John's Toxicology Program activities from the 2024-25 academic year, we hosted two events in the spring semester. On February 24, the student tox club Tau Omega Chi and the Mid-Atlantic Regional Chapter of SOT (MASOT) Education and Outreach Committee sponsored a mini-ToxiCarnival for the St. John's community. There were games and prizes based on toxicology knowledge and a fun time was had by all! March was a bit quiet on campus as students from the labs of Drs. Billack, Bu, Cheng, and Hardej presented their work at the SOT meeting. We wrapped up the year with our 30th Tox Expo, a day to celebrate the achievements of our students. Graduate and undergraduate students in our tox courses present posters of their research work, both laboratory and term papers. The senior class speaks on their capstone project, which is a risk assessment of a hypothetical disaster. Our keynote speaker this year was Dr. Rudolph Jaeger, President and Chief Scientist of Paracelsus and Company, LLC. Tox Expo always ends with some fun—a raffle of toxicology swag and books to raise money for Tau Omega Chi activities.



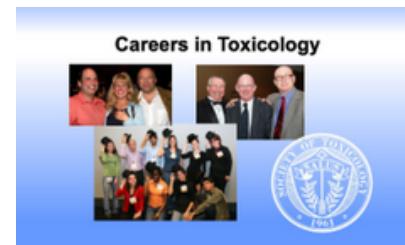
Plans are underway for Toxicology Week 2025 (November 9-15). The annual Career Night will feature four of our alumni chatting online about their career paths with current students. We have also lined up an alumna from the NYC Bureau of Environmental Disease and Injury Prevention to speak on lead abatement activities in the city. The final activity of the week will be Toxicology Movie Night which will likely be "Poisoned Ground: The Tragedy at Love Canal." We hope that Toxicology Week will pick up momentum among other groups in toxicology to celebrate our discipline and give it more recognition by the public. Let's talk about it at the MASOT meeting in November!

Can You Help Educate Undergraduates About Toxicology and Career Opportunities?

SOT encourages members to visit campuses to present toxicology to undergraduate students and to discuss career opportunities in toxicology. The students might be majoring in disciplines such as chemistry, biology, and environmental science. Visits like these support SOT's efforts to recruit future toxicologists.

SOT supports these visits by supplying [Introductory Slides Sets](#) that can be used in presentations and other web-based resources, including:

- General Introduction to Toxicology
- Toxicology as a Discipline
- Toxicology Concepts
- Careers in Toxicology
- SOT Information and Summary



SOT can also send [SOT Student Programs Cards](#) to distribute during the visit. For more information about these resources or if you are interested in arranging a visit but don't have a specific SOT member in mind, please contact [Jenna Pelsey](#).

The Inclusion, Diversity, and Engagement Committee appreciates [information](#) about visits made by SOT members to undergraduate audiences and encourages members who make a visit to write an SOT *Communique* blog.

EEOC Graduate Student Representative Profile

Representative and member profiles are a great way for the UEN readers to get to know more about the EEOC committee. In this interview, Christie Sayes (Professor at Baylor University) spent time with Milica Pavlovic (graduate student at the University of Iowa) to talk about her professional journey in toxicology.

Q: How did you choose toxicology as your primary field of research?

My interest began in middle school, inspired by the novels of Agatha Christie. In Serbia (my home country), I entered Pharmacy School directly after high school, where the Department of Toxicology had a long-standing tradition. The professors' enthusiasm and mentorship further nurtured my interest through both coursework and research. In 2016, a visit by Professor Blaise Billack (St. John's University), funded by the SOT Education Committee's International ToxScholar Outreach Grant, further encouraged me to explore graduate opportunities abroad. For us pharmacists, the existence of strong and supportive professional societies is very important, and toxicologists have that tradition too. After pharmacy school, I worked in drug regulatory affairs, where I saw the critical role of non-clinical toxicologists in product development. To expand my expertise, I chose to pursue a PhD in the United States, now focusing on environmental toxicology.

Q: Describe your research to our readership.

I am conducting inhalation exposure studies with micro- and nanoplastics, focusing on female mice. In parallel, I perform lung cell studies at the air–liquid interface. In inhalation toxicology, for both rodent (*in vivo*) and cell-based studies (*in vitro*), aerosol generation and characterization (concentration, particle size distributions) are important. We also evaluate different toxicological outcomes (endpoints) in animals and cells, ranging from functional (e.g., ciliary beating frequency) to molecular.



Milica Pavlović, MPharm
Милица Павловић
Graduate Research Assistant/PhD
Candidate, Human Toxicology Program

IOWA

Q: What do you think is an essential consideration for undergraduate students looking into graduate programs in toxicology?

My experience is that most people rarely know what toxicology is, and if they do, they think only of forensic toxicologists. However, toxicology is a broad and interdisciplinary science, so the career opportunities for toxicologists are vast! Most people that I know who have a career in toxicology also have an advanced degree (Master's and PhD). Graduate school can help you expand skill sets through cutting-edge science, build a professional network, and widen career opportunities across different sectors (academia, industry, non-profit, and government). SOT has many resources and opportunities for undergraduates. My suggestion is to leverage those resources to identify mentors in advance. Current graduate students can help determine if graduate school is a good match for their ultimate career objectives. The mentor can assist with graduate school applications, including program identification, CV, and statement proofreading. SOT also bridges international connections and fosters interdisciplinary collaborations, which can be beneficial for students interested in exploring global career/educational opportunities.

EEOC Committee Member Profile

This newsletter feature highlights an EEOC member in their final year of service on the committee.

Q: In three to four sentences, describe your research to our readership.

My current work focuses on leveraging AI tools to enhance safety assessments for cosmetic products. As a toxicologist at the Estée Lauder Companies, I evaluate the safety of our products and ingredients. While I am no longer at the lab bench, I collaborate with my team to explore how AI can improve the way we conduct safety assessments.

Q: What do you think is an important next step for undergraduate toxicology education?

The next step for undergraduate toxicology education will be more experiential in nature, and this is not just because I am the current Chair of EEOC. Toxicology principles are increasingly integrated into curricula, and virtual courses are now widely accessible. This growing availability opens doors for students to gain real-world experience through a range of opportunities including research labs and shadowing professionals in non-academic settings. My hope is that hands-on opportunities become an integral part of the undergraduate curriculum.

Q: Describe your journey in toxicology. When did you first become interested in the subject?

My interest in toxicology began in high school, when I had the chance to take a week-long intensive course at Ashland University with Dr. Karen Stine. I went on to earn a BS in Toxicology at Ashland, where I conducted research and presented at the 2011 SOT Annual Meeting as a Pfizer Undergraduate Awardee (now SURA). I then pursued a PhD in Toxicology at the University of North Carolina at Chapel Hill, followed by a postdoctoral fellowship at Vanderbilt University. While at Vanderbilt I served as the Postdoctoral Representative on the SOT Education Committee. Since then, I have built my career in industry—first with PepsiCo in food safety, and now at the Estée Lauder Companies, where I focus on cosmetic product safety assessments. I am grateful for the many SOT mentors who supported me along the way and strive to pay it forward by mentoring the next generation of toxicologists.



[Top] Phillip Wages, PhD, Estée Lauder Companies



[Left] Phil receiving the Pfizer Award at the 2011 SOT Annual Meeting from SOT President Jon C. Cook (2011-2012)



Phil with John Kim, 2019 SURA awardee [Left]; participating as mentor at 2019 SOT UDP [Top]; and giving an SOT ToxScholar Presentation at Fort Lewis College [Right]



EEOC Committee Member Profile: Dr. Phillip Wages (Con't)

Q: How has being a member of the EEOC of SOT helped you from a career development perspective?

Serving on the EEOC has broadened my perspective on the toxicology training pipeline. Collaborating with colleagues across academia, government, and industry has deepened my appreciation for the importance of supporting trainees at every stage. This experience has reinforced my commitment to enhancing toxicology education from the earliest points in a student's career path.

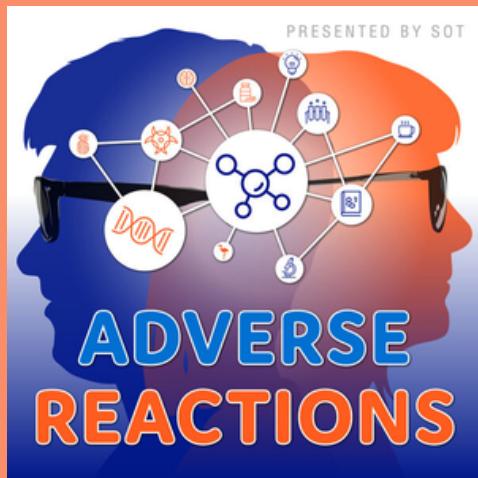
Q: Aside from toxicology, what hobbies or interests do you pursue?

Outside of toxicology, I enjoy exploring new places and experiences. I love hiking, attending concerts, and, in recent years, I have taken up birding. Whenever I can, I try to get outdoors and seek adventure—for example, I recently traveled to Alaska and went whitewater rafting for the first time.



[Left] Phil white water rafting.
[Top] Phil hiking at the GRC at Cellular and Molecular Mechanisms of Toxicity in NH.

SOT-Sponsored Podcast: Adverse Reactions



Looking for unique material for your classroom? Check out 32 episodes of this [podcast](#), presented by the Society of Toxicology (SOT) and hosted by SOT members Anne Chappelle and David Faulkner.

Recent titles include:

- Boom! When Evolutionary Biology and Toxicology Collide
- Tox in Your Backyard
- Toxicology Is a Team Sport: The Science of Working Together



SOT Education and Experiential Opportunities Committee

The Education and Experiential Opportunities Committee (EEOC) will develop and administer opportunities and educational resources for (1) students and postdoctoral scholars to expand their knowledge by attending educational and professional events and (2) graduate and undergraduate educators to enhance their ability to increase awareness of toxicology among the academic community.

Members (2025–2026)

- **Phillip A Wages**, BS, PhD, EEOC Chair, Estée Lauder Companies
- **Chris Perdan Curran**, PhD, EEOC Co-Chair, Northern Kentucky University
- **Tracie Baker**, BS, DVM, MS, PhD, University of Florida
- **Jamie J Bernard**, PhD, Michigan State University
- **Eva-Maria Schoetz Collins**, PhD, Swarthmore College
- **Kymberly M Gowdy**, BS, MS, PhD, Ohio State University
- **Greg M Landry**, BS, PhD, DABT, Massachusetts College of Pharmacy & Health Sciences
- **Lauren Lewis**, PhD, MBA, Apellis Pharmaceuticals, Inc.
- **Meghan Rebuli**, PhD, University of North Carolina at Chapel Hill
- **Christie M Sayes**, PhD, Baylor University
- **AtLee Watson**, PhD, DABT, Inotiv
- **Kimberly Zaccaria**, PhD, DABT SRC, Inc.
- **Haiyan Lu**, MD, PhD, Postdoctoral Representative, University of Louisville
- **Milica Pavlovic**, MPharm, Student Representative, University of Iowa
- **Jennifer L Rayner**, PhD, DABT, SOT Council Contact, SRC, Inc.
- **Darryl Hood**, PhD, SOT Council Contact, The Ohio State University
- **Shannon Frohm**, SOT Staff Liaison, SOT Headquarters

EEOC welcomes the following new members and representatives to the committee this year:

Jamie Bernard, Kym Gowdy, Greg Landry, Christie Sayes, members; Haiyan Lu, Postdoctoral Representative, and Milica Pavlovic, Student Representative.



Ideas for the SOT Undergraduate e-Newsletter?

Contact [Kim Zaccaria](#), Newsletter Lead;

Jamie Bernard, Lauren Lewis, Christie Sayes, or AtLee Watson, Newsletter Subgroup

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