Teaching Experience

Rachel N. Slaybaugh

November 2, 2015

University of California, Berkeley Jan. 2014 - Present

Assistant Professor of Nuclear Engineering *Berkeley, CA*

- NE 250, Nuclear Reactor Theory (graduate-level)
- NE 155, Introduction to Numerical Simulations for Radiation Transport (senior-level elective)
- NE 198, Faculty sponsor for class in which Berkeley students do hands-on science experiments with students in under-served elementary schools in Oakland
- NE 24, Putting the Science in Computational Science (Freshman seminar)

Software Carpentry Scientific Computing Workshops

Instructor *Berkeley, CA*

- July 16, 2015: shell; École Polytechnique Fédérale Lausanne
- July 1-2, 2015: shell and Python; for underrepresented minority students; UC, Berkeley
- June 11, 2015: Python; Oak Ridge National Laboratory
- Jan. 5-6, 2015: version control; for women only; University of Colorado, Boulder
- Apr. 14-15, 2014: introductory material, version control, object oriented concepts in Python; for women only; Lawrence Berkeley National Laboratory

Bettis Laboratory Mar. 2012 - Aug. 2014

Senior Engineer in the Shield Design and Development group *West Mifflin, PA*

- Qualified instructor for Bettis Reactor Engineering School (BRES), an internal school for new DOE-Naval Reactors employees
- Co-taught BRES Shielding course Fall 2012, 2013, and Spring 2013

University of Pittsburgh Fall 2012, Spring 2013

Adjunct Professor *Pittsburgh, PA*

- Co-taught Introduction to Nuclear Engineering (ENGR 1700), which covers theory / basic nuclear engineering, basics of nuclear power reactors, and nuclear power reactor operations
- Co-taught *new* course Nuclear Chemistry and Radiochemistry (ENGR 2112): responsible for nuclear astrophysics and migration of radionuclides through the environment

Virtual Science Challenge Apr. 2012-Mar. 2013

Mentor *Monterey, CA*

- Mentor for winning U.S. team in international nuclear nonproliferation science fair, organized through the Center for Nonproliferation Studies
- Facilitated online discussions, participated in workshops, and served as an information resource for the students throughout their project