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Teaching

Teaching is a privilege and one of my strongest lures to academia. I most enjoy teaching courses with a large probability content, such as information theory, probability theory, and detection and estimation. Additionally, the simplicity and intuitive nature of basic signal processing and linear systems makes it an attractive playground in which to shape students' minds. Digital communication falls nicely in the intersection between information theory and signal processing—I would like to be involved in the general curriculum surrounding communication.

My interests in engineering are of a wide variety. Aside from the courses most related to my research, I would also enjoy teaching basic classes ranging from circuits to real or complex analysis, and electromagnetics to complexity theory. The intriguing aspect of teaching introductory courses is the variety within the audience. It's an enjoyable challenge to distill a topic into a form that satisfies even the most skeptical of pupils.

Feedback that I have received as a teacher and a tutor, such as the Outstanding Teaching Assistant Award from the Stanford Society of Women Engineers, leads me to believe that I make learning an enjoyable process for many. But I think the best explanation for my enjoyment and desire to teach is my own curiosity. It led me to compete in balsa-wood structure competitions at the international level in high school (15 grams, 8 inches tall, over 1000 pounds); participate in jazz bands, dance teams, wrestling, and football; and the accompanying mischief also landed me once in a disciplinary office for using my calculator's IR transmitter to turn on the TV in a neighboring classroom. Many Google co-workers complained that they couldn't get work done until I gave them the answers to the mind puzzles I had written on the public whiteboards. My curiosity has had me generating fractals, programming my computer to beat me at games, and constructing a pendulum clock out of paper. In fact, it is relentless. If I weren't held captive by my insatiable wonder, I would have given up contact football a long time ago.

For those who are themselves curious, the objective is not to make others learn but to make them want to learn.