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Statement of Teaching Interest and Expertise

As an experienced Electronics Engineering professor in search of a new affiliation, I am pleased to offer your institution the benefit of my thirty years of teaching excellence. Recognizing that I may be considered for an administrative position, I remain, first and foremost, a teacher, and would expect to assign myself to teach the occasional class, as required. I daresay my breadth of interests and experience qualifies me to teach any of the courses offered in an engineering department. I am adaptable, and don't at all mind filling in wherever needed. As a seasoned curriculum developer, I am confident in my ability to assist colleagues in generating course materials across the broad spectrum of engineering offerings. However, what fleeting fame and modest fortune I have achieved during my academic and industrial careers uniquely qualify me for a leadership position in the sub-discipline of electronic communications.

Specifically, I am an internationally acclaimed leader in the fields of microwave, fiber-optics, space communications and radio astronomy. (See the attached Statement of Research Interests and Activities for elaboration.) As such, I would be most pleased to develop and teach course offerings in the areas of analog and digital communications systems, electromagnetic fields and waves, fiber-optic communications, antenna theory, modulation techniques, microwave circuitry, transmitters and receivers, analog test and measurement, and the like.

Because I am nominally recognized as a pioneer and innovator in my field, I have generally enjoyed the opportunity to teach upper-level specialty courses, to work with advanced students on their thesis projects, and to supervise their independent research. I hope to continue doing this at my new institution. But because of the unique mix of teaching techniques I routinely employ (and which I will be most pleased to demonstrate, by visiting your campus as a guest lecturer), I also have a strong history of motivating entry-level students to pursue engineering studies, and to advance rapidly in their chosen careers. I consider engineering literacy to be important, even for non-engineering majors. Thus, I would hope that my teaching load could, in addition to advanced courses in my areas of professional strength, include at least an occasional introductory engineering course, or survey course for non-majors. The resulting motivation works well in both directions!

Yours for Excellence in Engineering Education,

H. Paul Shuch, Ph.D.