

Vitae

David G. Wolf

Personal:

Address: 825 Westmont Road
Santa Barbara, Ca. 93108

Phone: (805) 969 9309 home
(805) 565-6106 work

Birthplace: Dallas, Texas

Birth date: 2 December 1963

Status: Married (Jill)

Children: Tanner, Lauren, Bailey, Payton, and Jackson

Health: Excellent
Height-5'7
Weight-165 lbs.

Education:

Graduate: M.A. in Education with emphasis in Physical Education
Azusa Pacific University (Azusa, Ca.)
1993.

Undergraduate: B.A. in Communications with emphasis in Public Speaking
Wheaton College (Wheaton Ill.)
1986.

Professional Experience:

1) Professional Soccer Player

Major Indoor Soccer League (MISL).

- After graduation (86), played one season for the Chicago Sting.

National Professional Soccer League (NPSL).

- Played five seasons in the NPSL, including stops in Chicago, ILL. Memphis, TN., Fort Wayne, IN., Rockford, ILL. and Detroit MI.

2) Professional Coach

Westmont College, (1991-Present).

- Head Men's Coach. Career record, 269-124-43.
- Olympic Development Program (1996-2006, 2013-present).
- Assistant Coach (to David Linenberger), Region IV staff coach.
- USSF (United States Soccer Federation) "B" license.

3) Associate Professor of Kinesiology

Westmont College (1991-Present).

4) Athletic Director

Westmont College (1998-2008).

Teaching Responsibilities:

My teaching responsibilities include two specific areas of expertise:

1) Activity Classes

Classes taught include: Golf, Tennis, Weight Training, Soccer, and Professional Activities.

2) Theory Classes

Classes taught include: Psychology of Movement, Fitness for Life, Theory and Technique of Individual Sports, Theory and Technique of Team Sports, Psychology of Sport and Sociology of Sport.

Coaching Responsibilities:

My coaching responsibilities include the following areas of emphasis:

1) Team Preparation

Includes practice and game preparation and both tactical and technical training.

2) Recruiting

Involves the contacting and recruitment of potential student/athletes to Westmont College. These players must represent and reflect the mission of Westmont College both on and off the athletic field.

3) Administration

Covers a variety of areas such as budget management, scheduling, eligibility, statistics, travel, meals, and lodging arrangements as well as alumni relations.

Administrative (Athletic Director) Responsibilities (1998-2008):

My administrative responsibilities have included the following areas of emphasis:

1) *Program Leadership*

Oversee and coordinate the operations of twelve (6 female, 6 male) individual teams.

2) *Budget Management*

Manage the general athletic budget including all expenditures and income realized.

3) *Public Relations*

Work on behalf of the athletic department and the institution as a whole in the areas of Fundraising, community relations, and alumni cultivation.

Related Experiences:

1) *Camp Work*

Currently coordinate the Summer Camp program at Westmont College.

2) *Travel*

I have traveled to Europe on eight different occasions with ministry related soccer teams. Organizations include Missionary Athletes International (MAI) and The Timothy Project (Wheaton College).

3) *GSAC Chairman*

I served a 3-year term as soccer chair of the Golden State Athletic Conference (1998, 1999, and 2000).

4) *Region II Chairman*

I served a 3-year term as soccer chair of the Western Region II (2001, 2002, and 2003).

5) *NAIA National Slate of Officers:*

I have served as the President of the NAIA Men's Soccer Coaching Association (NAIA-MSCA). My term of leadership concluded in June, 2008.

6) Santa Barbara Soccer Club Coaching Advisory Board

I currently serve on the SBSC Coaching Advisory Board which oversees all matters pertaining to the soccer components of the club, most specifically the evaluation and oversight of the coaching staff.

References:

Available upon request.

CLASSROOM TEACHING

I have greatly enjoyed the opportunity to work in the classroom, and have been privileged to do it in a variety of different settings. I have experience in laboratory settings by way of activity classes (Golf, Tennis, Weight Training, and Fitness for Life), lecture competency through my departmental area of expertise (Psychology and Sociology of Sport, Psychology of Movement), and the very rich experience of “turn” teaching (Leadership: Movement and Pedagogy).

In each of these endeavors, my appreciation for the art of teaching has deepened immensely, as has my ability to communicate movement and theory in new and meaningful ways. My strength as a teacher lies in my ability to communicate ideas in clear and succinct ways. Although I believe much of this skill is a natural gift, I have worked hard to cultivate it more fully through thorough and complete preparation.

In addition to my communication skills, I believe myself to be quite relational and approachable. In order to truly maximize this quality, one must be willing to apply it to the full scope of students one might encounter in the course of a semester. I enjoy the challenge of connecting with all my students, regardless of background, skill level, or comprehensive understanding of subject matter.

FAITH AND LEARNING

The connection between my faith as a believer and follower of Jesus Christ and my vocation is founded on the premise that I want Christ to have all of who I am. My desire is to look at every class period and every student through a Christian World View, considering the truth(s) that all knowledge is God’s knowledge and all people are God’s creation. This perspective helps to create a worldview, a way of thinking that values every element of the educational process.

I am greatly humbled by the opportunity and responsibility to effectively model that which I feel compelled to communicate. For it is in modeling that we, as educators, give true credibility to our message and, most of all, to our Maker.

STUDENT GROWTH AND DEVELOPMENT

One of my real joys in teaching and coaching at the college level is participating with students as they develop habits, mindsets, relationships, and disciplines that will last them a lifetime. In my opinion, it is truly the most fascinating and challenging demographic to be involved with. Fascinating because of what they are learning about themselves, challenging because of how they are learning to relate to others.

My primary goal in accomplishing this objective of student growth and development is to get to know students, for it only by knowing them that you can truly influence them. My tactic is simple: Be available. Due to my relational bent, my door is always open and at least one cushion on my couch is uncovered! My desire is that the student (or student/athlete) will experience an open, honest, loving environment, a place where trust has a place to grow and develop. And, as in so many things, I am ultimately the one who is confronted with the opportunities for growth and development.

ACADEMIC ADVISING

My work as an academic advisor dovetails nicely with my interest in the growth and development of each student. It is important that I apply many of the same skills (listed earlier) as I seek to give solid advice and dependable answers to the questions that they pose. As in any journey, there are hazards to be negotiated, accomplishments to celebrate, and cautions to be communicated. All of these interactions make the advising partnership both valid and endearing to me.

In order to be a good advisor, one must first and foremost be a good listener. In addition to that, a professor must stay current with regards to curriculum in all its ebbs and flows. Finally, an advisor must individualize his/her communications to meet the specific needs of the students.

PROFESSIONAL DEVELOPMENT

The majority of my professional development has come in the field of coaching and, most recently, administration. I am quick to pursue convention opportunities as well as the many clinics, seminars, and lectures that are readily available to those seeking development in any number of different ways. I greatly enjoy deepening my knowledge base, honing my tactical understandings, and re-evaluating theoretical positions.

In my classroom work, the majority of my development has come in the areas of my Master's work, the taking of undergraduate classes at Westmont which gives depth and breadth to my disciplinary understandings, and "turn" teaching experiences which have given me exposure to master teachers and the way in which they ply their trade. These all combine to create a mentality that seeks hard after personal betterment in the fields of teaching and coaching.

GOVERNANCE AND ADMINISTRATION

I am diligent both in my presence and participation at departmental meetings, and I relish the chance to be a contributor in the direction of the department. Due to my fall coaching schedule, it is often difficult for me to be in regular attendance at faculty meetings (especially due to the recent change to the 3:30 p.m. hour). As the new Athletic Director (and providing leadership in meetings of my own), I greatly appreciate the work required and the attendance necessary to make for a healthy working environment. I want others to feel the same support and enthusiasm that I expect from my own staff. This has been a very helpful and refreshing perspective for me to gain as I evaluate ways in which I can be a more effective member of this wonderful community.

TOWN AND GOWN

By virtue of my role in athletics (Athletic Director and Men's Soccer Coach), I have been blessed with many opportunities to be in the public eye. I believe I have done a respectable job in representing the institution at these times, and have tried to apply my skills of communication in a thoughtful and forceful way. Athletics, by nature of its influence in our society, affords many avenues of interaction with the local community that other disciplines may not have access to. This is neither a right nor a wrong, nor is it justification for what I do. Rather, it is a fact of life that I desire to implement into my daily existence as I seek to further the work of Westmont and, most importantly, Christ in this community. One of the most effective ways to participate in this arena is through the modeling done as a coach. I desire that my relationship with opposing players and coaches, as well as game officials, would be one that speaks to the desire to be an ambassador for Christ and His kingdom.

I am currently part of a local church plant (Ocean Hills Covenant Church), an experience that has been both exciting and stretching. Being a part of this body of believers has challenged me on many levels as I look for ways to be actively involved in local ministry.

SENSE OF INSTITUTIONAL MISSION

I completely and with a whole heart support the mission of our College, and desire to increase my ability to contribute to this great calling. As a follower of Christ, I can think of no greater privilege than to work collectively in the equipping of young men and women with leadership skills for the next generation. It is this connection to our mission which gives me such great passion and enthusiasm for the work that God has called me to, for it is His work, and, thereby, worth giving everything to.

ESSAY

Having benefited from a Christian liberal arts education myself (Wheaton College, BA 86'), I greatly appreciate all that is readily available in a community like ours. As a result of my experience, I am passionate in my support of the liberal arts, especially as it relates to the institutional mission of the college. My philosophy is built on this very foundation.

The Christian liberal arts education is, in fact, the educating of the whole person for the whole of life. This not only applies to the well-rounded nature of the offerings, or the general requirements of the degree, but also to the individualization of the experience itself. The Christian liberal arts education is an education that reaches deeply and effectively into each of the domains: affective, cognitive, and psychomotor. The soul, the mind, and the body. It trains a student to apply a body of knowledge in a way that is far reaching and high impacting. Not only for the sake of developing a mastery of one particular skill or discipline, but rather for desiring a mastery of *self* in the learning process that enables one to link God given gifts with God's perfect direction.

The Christian liberal arts education considers all possibilities in light of God's word, identifying the source of all wisdom to be the Creator Himself. That recognition allows the student to investigate, experiment, question, critique, poke, prod and explore. In short, it sets the student free. It is in this freedom that all possibilities become a reality, all experiences become valid, and all decisions take on importance and meaning.

ESSAY

The Christian faith, like the learning process, is a life long journey characterized by a quest for deeper understanding and fellowship with the Creator. In the same way that I seek equipping, enabling, and empowering from the Holy Spirit in my spiritual pursuits, so I desire to equip, enable, and empower my students in their educational pursuits. As our Father bestows wisdom upon us and assists us in seeing His will more clearly, we learn. My desire is that I may participate, in spite of my humanity, in assisting the "seeing" of my students as they seek to deepen their knowledge base. The joyful conclusion is that this increase in knowledge can only enhance, deepen, and clarify our understanding of who God is and what He desires for our lives.