

David Hibbler

The University of Chicago

Executive Director of Housing & Residence Life and Associate Dean of Students in the University

Qualifications: Please discuss the job positions, professional development activities, and other qualifications that prepare you for the board position for which you are applying.

I serve as Executive Director of Housing & Residence Life and Associate Dean of Students at the University of Chicago, where I lead a complex auxiliary portfolio across housing, conferences, retail operations, and campus services. My work requires balancing student experience, fiscal stewardship, and operational sustainability across multiple service models. A central part of my role is translating complex business decisions for audiences who do not always operate from a financial or operational lens. I regularly lead conversations with students, faculty, and campus partners to help them understand how housing functions at the intersection of community development, risk mitigation, and revenue generation. I also lead work tied to long-term housing strategy, including planning for new residential capacity. This requires coordinating across senior leadership, finance, and external partners to align enrollment strategy, occupancy modeling, and capital planning. In this work, I often serve as a bridge between student affairs priorities and institutional business considerations, ensuring decisions are both mission-aligned and financially sound. In addition, I oversee corporate partnerships across housing, facilities, and bookstore operations, and bring external governance experience through my work as an HOA president and board member.

Thought Leadership and Technical Credibility: Please describe what you would bring to the board in the realm of this competency.

Campus housing is already operating in a new environment shaped by rapid technological change, evolving student expectations, increasing financial pressure, and a broader shift in how individuals engage with information and institutions. The integration of AI and data-informed decision-making is no longer emerging; it is active, and it is reshaping how institutions operate, how students engage, and how staff approach their work. As these changes accelerate, leaders are increasingly responsible for helping teams navigate complexity, ambiguity, and an expanding volume of information. This requires adopting new tools while strengthening our ability to discern what is meaningful, reliable, and aligned with institutional values. My experience spans a period of significant technological and cultural change, allowing me to serve as a bridge between emerging tools and established operational practices. I work to help teams understand not only how to adopt new technologies, but when and why they should be applied. This includes integrating AI and data literacy into team expectations while remaining attentive to the human impact of these shifts. At the same time, we are being required to reassess longstanding assumptions about the residential experience. Student behavior, engagement patterns, and expectations are changing, and in many

cases, we are being asked to sustain models that no longer align with how students live or engage. This requires grounding decisions in data while maintaining a clear focus on student well-being and community. I would bring to the Board a perspective that connects these shifts to practical application, helping ACUHO-I members navigate change with clarity, discernment, and purpose.

Openness to a Multitude of Perspectives: Please describe what you would bring to the board in the realm of this competency.

Effective leadership requires the ability to engage across a wide range of perspectives while maintaining clarity of purpose. In complex environments, differing viewpoints are not only expected, they are necessary to arrive at well-informed and sustainable decisions. In my current role, I regularly work across stakeholders with varying priorities, including students, faculty, senior leadership, finance, external partners, and community stakeholders.

Progress depends on creating space for perspectives to be shared while also ensuring that conversations remain focused and productive. This includes naming areas of tension, clarifying assumptions, and helping groups move toward alignment rather than remaining in disagreement. My experience as both a university leader and a community board member has reinforced the importance of balancing institutional priorities with broader community impact. This includes being intentional about how we engage with corporate partners at both national and local levels, and recognizing the role our decisions play in supporting the surrounding communities in which we operate. I also recognize that institutional decisions extend beyond campus and have real impact on the communities and partners with whom we engage. I believe the goal is not simply to hold multiple perspectives, but to work through them in ways that lead to clear, responsible action. Within ACUHO-I, I would contribute to a culture where dialogue is encouraged, differences are respected, and decisions are made in service of the broader membership and mission.

Strategic Thinking: Please describe what you would bring to the board in the realm of this competency.

Housing organizations are navigating a period where traditional models are no longer sufficient. Rising costs, changing enrollment patterns, and increasing expectations around facilities and services require leaders to make decisions that balance student experience with long-term institutional sustainability. In my role, I lead complex work that requires navigating these tradeoffs. In a recent capital planning and partnership process, I worked across senior leadership, finance, and external partners to evaluate options for future residential capacity. While the preferred solution from a student experience perspective differed from the final direction, the selected approach provided stronger long-term financial and legal positioning for the institution. My role in this process was to translate and align priorities across stakeholders. This included reframing the decision to ensure that student experience was not positioned in opposition to business considerations, but understood as something that must be sustainable to remain meaningful. It also required approaching the process as one of alignment rather than opposition, ensuring that

decisions were made collaboratively and grounded in shared institutional goals. This experience reinforced that strategic leadership requires both conviction and the willingness to reassess long-held assumptions in light of new information. I would bring that perspective to the Executive Board, supporting work that is thoughtful, adaptive, and grounded in the evolving realities of campus housing.

Developing Others: Please describe what you would bring to the board in the realm of this competency.

Developing others is central to who I am and shapes how I lead, mentor, and contribute to the profession. As housing organizations become more complex, we need leaders who can operate across people, systems, and business realities. My approach is grounded in helping individuals build not only skills, but judgment, context, and adaptability. In my current role, I support development across multiple levels of the organization by tailoring my approach to career stage. Entry-level staff benefit from structure and skill-building, mid-level staff from coaching and exposure to broader decision-making, and senior leaders from space to shape strategy while receiving candid feedback. Across all levels, I emphasize connecting day-to-day work to institutional priorities and the evolving landscape of higher education. Beyond my institution, I contribute to the profession through teaching and mentorship. I have served as faculty for national and international programs, including the South African Training Institute and upcoming faculty work with NHTI. I also serve as a mentor through the association's Leadership Academy and was a member of its inaugural cohort. Beyond formal professional spaces, I bring this commitment to development into the community through coaching local intramural teams, reinforcing my belief that leadership and growth extend beyond titles and positions. I view leadership development as both an institutional responsibility and a personal and professional obligation, and I approach it with a mindset that remains open to feedback, reflection, and continued growth. I recognize that effective leadership requires remaining open to being developed by others, and I actively seek feedback, mentorship, and perspectives that continue to shape my growth. My goal is to develop leaders who are thoughtful, resilient, and prepared to contribute meaningfully to the future of campus housing.