

The Founding of the Academy of Human Resource Development

Advances in Developing Human
Resources

2016, Vol. 18(4) 454–466

© The Author(s) 2016

Reprints and permissions:

sagepub.com/journalsPermissions.nav

DOI: 10.1177/1523422316659899

adhr.sagepub.com



R. Wayne Pace¹

Abstract

The Problem. The Academy of Human Resource Development (AHRD) evolved out of a perception that a practitioner-focused professional association (American Society for Training and Development [ASTD]) was not accommodating the interests of many members of the academic community, especially during annual meetings. Although a Professor's Network existed, in the context of a meeting of working professionals, the network was too restricted in the kinds of scholarly presentations that could be made. **The Solution.** Ultimately, most of the academicians who were members of ASTD coalesced into a determined group dedicated to fashioning an independent society and creating a successful scholarly association. **The Stakeholders.** Members of AHRD—whether practitioners or scholars—will find it instructive to learn the behind the scenes story of the evolution of a professional association. For all who might imagine embarking on a similar process of invention, the connections between a personal life trajectory of the founder and the needs of a profession provide a study in perseverance and vision.

Keywords

founding, Academy of Human Resource Development, Wayne Pace

Beginning With a Fundamental Principle

We have long known, but little appreciated, the fundamental principle that all things are created mentally before they are created physically. It is that mental process that occurs that is so interesting and so critical to understanding any new endeavor. So it is with the founding of the Academy of Human Resource Development (AHRD) that

¹Brigham Young University, Provo, UT, USA

Corresponding Author:

R. Wayne Pace, 477 West Rolling Hills Dr., St. George, UT 84470, USA.

Email: wpace@infowest.com

we seek to discover how it was created mentally and then how it evolved into a physical entity.

Part of the mental process that precedes the literal creation of almost anything involves defining the specific features or characteristics of that which is to be created so as to begin with a mental construct. What were the characteristics that mattered to Human Resource Development (HRD) academics? It might help to begin with what they did not like about the existing options for HRD academics. One of these was the American Society for Training and Development (ASTD) Professors' Network. ASTD had held a number of conferences on the academic preparation of practitioners of training and development, but they focused primarily on curricula, rather than on the creation of knowledge. The Academy was created to place a greater focus on research on HRD issues.

Not everyone agreed that moving away from a stronger parent organization would be beneficial to academic programs; many wished to retain the focus on preparing practitioners, rather than to move to a research perspective. Arguments for staying with ASTD and for separating from ASTD were presented. Concerns that an independent association would simply flounder and die of its own weight were expressed.

Early, we thought that this new association had to be a special type of institution that could attract and represent certain kinds of people for some unique purposes. The focus was to be on research and scholarship, and, at the beginning at least, on college and university faculty. There was no intent to exclude practitioners, who engaged in research and theory development, but the Professor's Network consisted primarily of faculty members, so because the Academy grew primarily out of that network, the focus was to accommodate their interests.

The structure of the new organization was to coalesce around scholarly and scholar-practitioner issues, scholarly meetings, and the calendars of colleges and universities. Faculty members received travel funds and recognition for doing research and presenting papers at scholarly associations, so the way in which those institutions allocated resources had to be taken into consideration in the design of conferences. In effect, the image of the new organization had to clearly represent what major universities considered suitable for providing released time and funding for faculty.

Accommodating the requirements of colleges and university faculty members led to the use of the term *Academy* to describe the potential organization. This term tended to represent the values and interests of the institutions that supported members of the new organization and the cluster of scholars with a driving interest in the subject matter of HRD.

ASTD, the parent group from which many of the cluster of scholars emerged, is a *professional association*. A professional association is usually a nonprofit organization of persons having a common interest and seeking to further a particular profession, the interests of individuals engaged in that profession, and the public interest in the vocation in which its members engage (Webster's, 1991).

An academy, however, is a group of learned persons, organized to advance their goals; it represents a body of established opinion widely accepted as authoritative in a particular field. An academy is often called a learned association or institution, a

fellowship of scientists or artists, members of the intelligentsia, and includes the standard-setters, the leaders, the avant-garde, and trend-setters in that field (Rodale, 1978).

An academician is a member of an academy. Academicians are often called people of letters, one of the cognoscenti, one of the literati, an intellectual, and a thinker or pundit.

Membership in an academy offers individuals the opportunity to support or be actively involved in research programs in their field, and associate with others in the scholarly community through

- meetings and conferences—that provide an opportunity to present and attend presentations on research;
- advocacy—participating with other societies and organizations in policy initiatives;
- outreach activities—offering employment services, such as internships, to students preparing to graduate from the program of studies; publishing reports, surveys, guides, and other resources for departments, colleagues, students, and the professional community, such as members of ASTD; and
- newsletters—being a central source for news of interest and value to members, the profession, and the general public about knowledge in the subject area and its practices.

Academicians and Scholars

Academicians are employed by colleges and universities where they offer courses and other services that prepare students to enter careers in organizations. Sometimes, a college or university position embodies both the institutional and the professional elements of a career, allowing a person to function in the same subject area on a continuing basis and in the same university. The role of scholars in colleges and universities is to prepare students for entrance into careers, not to participate in those careers themselves, although some career employees serve in *adjunct positions* in colleges and universities and sometimes accept employment as scholars. Our initial view was that the role of academicians and scholars is to prepare students to enter career positions in organizations.

The Profession of HRD

The practice of HRD has all the characteristics of a profession, and it is recognized as a career field for professionals. As with engineers, scientists, accountants, lawyers, teachers, professors, architects, medical doctors, dentists, and social workers, HRD specialists meet all the criteria established for classification as professionals in the workplace: They have a defined area of competence, an organized body of knowledge, academic programs that help control access into the profession, continuing education programs, research programs that create new knowledge about the profession, and positions in organizations where professionals function with independence (Marston, 1968).

Pressures toward professionalism in HRD were evident in the work of the ASTD, and other professional associations concerned with the status and standing of HRD in organizations and society. The results were being felt in the identification and institutionalization of better ways of doing the job, and creating standards of quality that serve the organization, the profession, and the public interest.

The ASTD Competency and Standards studies (McLagan & McCullough, 1983), the work of Eaves (1985), and the establishment of almost 300 academic programs in HRD (Pace, Peterson, & Porter, 1986) argued strongly that the conditions for professionalism were in place. A body of literature on ethics, journals devoted to publishing research and theory on HRD, an ASTD research council, a Professor's Network, and the bases of establishing a profession were in place. Signs that the scholarly community of HRD should organize itself into some form of academic association began to emerge in the 1980s and early 1990s.

The Professor's Network of the ASTD and a smaller group of faculty from vocational education programs in research-extensive institutions, the University Council for Workplace and Human Resource Education (UCWHRE), provided the catalyst for the development of AHRD. The shared goal of wanting to advance the profession through research and scholarship aligned members from the two groups to come together to form an independent entity, the AHRD (McLean, 2001).

The AHRD

The AHRD was founded on May 7, 1993, to encourage the systematic study of HRD theories, processes, and practices; to disseminate information about HRD; to encourage the application of HRD research findings; and to provide opportunities for social interaction among individuals with scholarly and professional interests in HRD from multiple disciplines and from across the globe. This remains the mission today. The Academy's vision is to *Lead the Field of Human Resource Development Through Quality Research*.

Why the Founder Emerged

R. Wayne Pace is widely regarded as the founder of the Academy (Hansen & McLean, 2002). Why he emerged is probably somewhat puzzling to many to this day. He began as a teacher of English in a high school in northern Utah, but left to complete a master's degree in rhetoric and a doctoral degree in organizational communication. His doctoral curriculum turned out to involve not only organizational communication but also organizational psychology and sociology and industrial relations. He also completed a cognate emphasis in educational psychology. Each of those blocks of knowledge eventually merged into a foundation that seemed to naturally undergird a relatively new field called training and development.

After completing doctoral studies, Pace became a college professor and engaged in a complementary consulting career, conducting training programs for a wide range of organizations (Pace, 1996).

A history with associations. W. Charles Redding is widely known as the “father” of organizational communication, and Pace was the first doctoral candidate to graduate under his tutelage. Pace presented a paper on his dissertation at a meeting in 1960 of the National Society for the Study of Communication (NSSC), a group of scholars who felt that communication involved more than the oral tradition represented by the Speech Association of America (SAA), and decided to organize a society that focused more on all forms and theories of communication.

Pace joined NSSC but retained his membership in SAA and eventually became chair of the SAA’s Business and Professional Speaking Interest Group. He was active in both NSSC and SAA and attended meetings of both organizations during the 1960s. While a faculty member at Fresno State College (California), he was chosen to serve as the executive secretary of NSSC in 1963 and served until 1966, a 3-year term. In 1966, he accepted appointment at the University of Montana where faculty in a complex Department of Communication had decided to strengthen courses in organizational communication (Pace, 2006).

During the late 1960s, concern about the professional status of NSSC came under discussion and it was decided to broaden its scope by creating the International Communication Association (ICA). In 1968, Robert Goyer, a faculty member at Purdue University, was commissioned to draft some bylaws for the new ICA. He had served on Pace’s doctoral committee at Purdue and the two consulted about the formation of ICA. In the process, Goyer was elected as the first president of the ICA.

Having received a great deal of exposure as executive secretary of NSSC, Pace was approached by his doctoral advisor, W. Charles Redding, chair of the nominating committee of ICA in 1968, to accept nomination on the ballot for president of ICA. The election resulted in Pace being selected president-elect for the year 1969-1970, succeeding to the presidency for 1970-1971, and as past president during 1971-1972.

A training and development focus. In 1972, Pace left Montana and accepted the position of chair of the Speech Communication Department at the University of New Mexico. There, he organized the New Mexico Communication Association for faculty members in all communication departments in the state. Courses in organizational communication were added to create a major in that area. As part of the plan, both faculty members and students were urged to join the ASTD and to focus their studies on careers in the field of training and development.

In 1978, Pace joined the faculty at Brigham Young University, which had recently merged a speech department with a journalism and broadcasting department to make a communications department. Because all the other emphases in the department were career focused, Pace was recruited to develop a career focus for organizational communication. After a great deal of debate and consultation, training and development was selected as the career for organizational communication graduates.

By 1979, a student chapter of ASTD was chartered, and students moved to major in organizational communication in great numbers, resulting in a limit being placed on the number of majors in that area, and several courses with titles such as Introduction

to Human Resource Development, Analysis in HRD, and Strategies of HRD were introduced into the curriculum.

In 1979, the director of professional development in the national ASTD office sought to strengthen the role of faculty members in ASTD and created a series of conferences on the academic preparation of practitioners of training and development. Pace was invited to attend the first conference on December 12 to 14, 1979, where he mostly listened to papers and talked with a few scholars, who were apparent leaders in the field, about theoretical foundations of training and development. Thirty-eight schools sent representatives to the conference, which was held at the Executive House Hotel on Rhode Island Avenue in Washington, D.C. He reported in his personal memoirs of the conference that it was a bit “ragged” with programs of such diversity that it was difficult to evolve a definition of what was meant by academic programs in training and development (Pace, 2015).

Pace returned home and decided to strengthen connections with T&D professionals across the country by implementing a program of internships for HRD majors with the American Society for Training and Development (ASTD) members. Interns were placed with ASTD members in major corporations across the United States from New York City to Los Angeles and from Chicago to Phoenix.

In February 1981, Pace attended the second conference on the academic preparation of practitioners in training and development in Williamsburg, Virginia, where he presented a paper about communication as one of the foundational disciplines on which training and development was based (Pace, 1981).

He attended the third conference on the academic preparation of practitioners in October of 1982 in Kansas City, Missouri, and presented a paper about the value of student chapters of ASTD (Pace, 1983b). At that point, Pace was invited to serve on the ASTD National Professional Development Committee during 1982 and 1983, where he participated in designing and conducting the National Training and Development Competencies Study (McLagan & McCullough, 1983).

Pace’s first HRD book was published in 1983 (Pace, 1983b). During this time, the student chapter of ASTD was experiencing phenomenal success and received most of the awards for chapter development at the national convention. The chapter sponsored an annual conference on HRD on campus and invited directors of training and development from major corporations across the country to appear and describe their programs. This also put the Brigham Young University (BYU) students in direct contact with potential employers and facilitated intern placements (Pace, 1983a).

Creating a network for professors. In ASTD, faculty members in HRD belonged to a Professor’s Interest Group. At this time, ASTD was restructured into Professional Practice Areas (PPA), Networks (N), and Industry Groups (IG). Because academicians were not practitioners or an industry, a Professor’s of HRD Network was created. The first chairs of the network were Wayne Pace and Rob Jones.

Earlier, faculty members at several research universities organized the University Council for Vocational Education, which enlisted around 15 doctoral granting universities to join. Some of the representatives were also involved with ASTD’s Research Committee (McLean, 2001).

Two anomalies impeded strengthening the scholarly field through either of these associations: (a) Activities of the Professor's Network were limited by ASTD staff to a small session as part of the ASTD annual conference and the network derived its funding from ASTD, and (b) the University Council on Vocational Education represented only a small portion of the academicians in the field because only doctoral granting institutions were eligible for membership.

From 1983 through 1985, as a result of his role as chair of the Professor's Network, Pace was invited to consult with other universities about building academic programs in their schools. At the same time, he began to realize that ASTD was not providing the kind of support that HRD programs needed to flourish in many colleges and universities (Pace, 2015). They resisted an unambiguous focus on scholarship and allowed very little visibility for the academic programs that were part of the network. They were clearly and correctly focused on building the profession of T&D, and the academic programs were a very small niche in their broader canvas. Faculty members in academic programs were looking for a venue where their work was central.

In the fall of 1983, while visiting the BYU director of continuing education with whom Pace had served in the military, in a newly created Continuing Education Building, Pace accidentally discovered that a meeting for an Academy of Dentistry was occurring in the building. The dentistry academy, he learned, was sponsored by the university and held various meetings and conferences on campus for dentists around the country.

Pace immediately returned to his office and over the next week, drafted a proposal to continuing education to create a BYU Academy of HRD. He hand-carried the document to the director of continuing education and was told that HRD did not have the same professional prestige as the dentists, and they would not entertain an academy for students. Pace was a bit incensed, but he could see the critical differences between a student academy and a professional academy of dentists. He, nevertheless, carefully filed the proposal in a folder in his office.

In the fall of 1987, Pace moved to Hawaii for a year and worked at BYU-Hawaii, where he designed, created, and secured approval from the university curriculum committee for all the courses to institute an HRD major; he also drafted the bylaws and structure for a student organization called the Society for HRD. The Society functioned just like a student chapter of ASTD but without the affiliation. Silently, he thought that a new scholarly association of HRD faculty members might also adopt the Society as its student organization.

However, on returning from Hawaii in August of 1988, Pace discovered that the School of Management had started the process of dismantling the HRD program. HRD courses were scheduled against required business courses, pretty much eliminating enrollments; the travel budget of US\$10,000 was placed in the department operating budget; and, the student chapter of ASTD was turned over to students who had little interest in training and development. He struggled with the clear fact that ASTD could not and would not intervene in the affairs of colleges and universities, solidifying his view that a true scholarly organization to represent HRD in academia needed to be formed.

Attendance at the Professor's Network meeting at ASTD in May of 1991 dropped to an all-time low. To encourage more activity among HRD faculty members, officers of the Professor's Network attempted to organize a pre-conference with research presentations; ASTD conference planners resisted the move and restricted funds available for the Professor's meetings. Nevertheless, in 1991, with the assistance of two colleagues, Prentice Hall published *Human Resource Development: The Field* (Pace, Smith, & Mills, 1991), which intensified his interest in establishing the Academy.

Planting the seed for an academy of HRD. The Professor's Network met with ASTD in New Orleans in May of 1992, while Pace was a distinguished visiting professor at Boise State University (Idaho). Pace spent time in Boise, drafting a paper concerning why HRD faculty members should organize their own scholarly society. He attended the New Orleans meeting of ASTD and circulated the paper with the title, "Should We Organize an Academy of HRD?" He also distributed a tentative set of bylaws for an Academy of HRD. Actions to be taken to form a scholarly association began to emerge.

In June 1992, Pace returned to BYU from the visiting professorship and began to circulate letters among HRD professors seeking support for the creation of a separate organization. In the correspondence, Pace articulated many goals and expectations for HRD faculty, such as, to be successful, faculty members must have a great dream, but take practical actions. Members must raise their own expectations by setting more demanding goals and expressing higher aspirations for the field. He articulated three major issues:

1. Faculty members must share specific research designs to advance the body of research.
2. Faculty members must merge together and become a powerful vehicle for supporting in very tangible ways other faculty members who were attempting to establish or strengthen academic programs in HRD.
3. Through a new organization, information about HRD, its academic courses, and its graduates must be distributed to professionals and potential employers to convince them to look for HRD graduates when they had openings.

In November of 1992, Pace made a presentation at a meeting of the University Council for Research on Human Resources Development (UCRHRD), a new title for the Council for Vocational Education, in Austin, Texas, and received support to organize an academy of HRD. The UCRHRD was limited to faculty members in doctoral programs, but it was the most distinguished body of HRD faculty members in the country. Their support was critical in founding an independent organization for HRD faculty members.

Interestingly, Austin was the location of the headquarters of the ICA, and as a past president, Pace was able to secure advice from Dr. Robert Cox, ICA's executive director, on how to proceed to organize an international scholarly association. As a result, the Academy was incorporated in Texas and, after the Academy was officially organized, Cox agreed to serve as part-time executive secretary, eventually putting together

an office and getting the Academy started next door to the offices of the ICA. Tom Shindell, a graduate student at the University of Texas, Austin, served as office manager as part of his assistantship in HRD with Karen E. Watkins at The University of Texas at Austin.

Three arguments were advanced for organizing the Academy:

1. Faculty in HRD would be able to associate with and have fellowship with one another more effectively in an organization dedicated exclusively to the creation and support of academic programs in HRD.
2. Faculty in HRD would be stronger advocates for the field and their own academic programs in HRD.
3. Faculty in HRD would receive stronger support for their scholarly work in an organization dedicated exclusively to the creation and support of academic programs in HRD.

Overall, it was felt that an AHRD would facilitate the exchange of information and research on HRD issues and provide services that would benefit the field and individual HRD faculty more than the current dependent relationship with ASTD.

Detailed Processes Involved in Founding the Academy

From November 1992 through May 1993, Pace had few teaching responsibilities at his university, with most classes having enrollments under minimum requirements, so he spent most of his time designing Academy operations, calling colleagues about performing activities at the chartering meeting, and securing funding for mementos and other purposes.

Pace invited—by personal telephone calls and personal letters—approximately 100 professors of HRD to participate in the creation of an Academy. Approximately 40 individuals accepted responsibility to chair and work on committees to formulate policies and procedures and make presentations at a chartering meeting to be held just prior to ASTD in May 1993.

Committees on all aspects of the Academy were organized and worked vigorously to have plans and proposals ready. It was an enormous task for Pace to draft a statement about what each committee and person was to accomplish, make contact with them, orient each person to his or her role in each assignment, and secure a reasonable commitment for each person to prepare and present a report at the chartering meeting.

Pace felt that participants in the chartering meeting should have some special mementos for their dedication in attending the meeting, so he spent several weeks contacting select publishers and asking them to provide money to purchase mementos (post-it note holders and pens with the name and insignia, AHRD, on them). Publishers who were contacted responded positively, and Pace had several hundred dollars with which to work. He also spent time designing and getting certificates printed for charter memberships and for individuals who qualified to be Fellows of the Academy.

A few individuals were consulted about the requirements to become a Fellow, and it was agreed that a Fellow should hold a faculty position in an HRD program for at least 5 years. An exception was made for those attending the chartering meeting, and everyone attending was given the status of Fellow. After that, a committee of past presidents was to draft a statement of other criteria that might be appropriate. Eventually, however, the AHRD Board of Directors chose to discontinue the Fellow designation and no fellows have been selected since then.

By February of 1993, Dr. Fred Otte had agreed to chair the local arrangements committee and host a chartering meeting at Georgia State University on May 7, 1993. Facilitators of the chartering meeting arrived in Atlanta, Georgia, assuming that possibly between 10 and 20 individuals would attend the first meeting of the Academy; but they were delightfully surprised to have approximately 80 individuals register and participate in debates, discussions, and deliberations. Fortunately, supplies to accommodate 100 potential attendees had been prepared.

Of course, there were suspicions about the intentions of the organizers of the meeting, but as the attendees worked in groups, they began to take control of the Academy and in one day, a set of bylaws was edited and approved. Certificates of charter membership and certificates of Fellow status were issued to each person involved. Everyone received a post-it note holder and a pen to commemorate the occasion.

Chartering Meeting

Pace spent the last couple of weeks prior to May 7, 1993, preparing for ways to ship all the materials from Provo, Utah, to Atlanta, Georgia. It was decided to divide the lot among faculty members from BYU—Wayne Pace, Brent Peterson, Eric Stephan, and Gordon Mills—for them to devise ways to package and transport the supplies to the chartering site.

Pace also devoted several days designing an agenda for the chartering meeting. The Constitution and bylaws provided for the Fellows of the Academy to elect Board members, and for Board members to elect the officers, so time had to be provided for elections and for a period of time for an initiation ceremony. Brent Peterson of BYU accepted responsibility for the initiation and induction ceremony, which he conducted. The final agenda consisted of the following:

Those present were called to order at 9:00 a.m. on Friday, May 7, 1993, at Georgia State University by R. Wayne Pace, Convener, with Fred Otte, Recorder, and Oscar Mink as Mover of Motions. Participants were welcomed and Board members of the HRD Professor's Network were introduced because they would determine the extent to which the Professor's Network would continue after the Academy was organized. After that, all individuals present introduced themselves by standing and announcing their names and institutional affiliation.

Immediately after introductions, the Convener, Pace, created groups of five to 10 individuals whose goal was to facilitate the process of reviewing, editing, and adopting each section or article of the proposed bylaws. A facilitator was selected for each group, whose task was to help groups move through the process. The facilitators delivered to

a three-person committee the edited and approved sections and articles of the bylaws for editing and wording for proposed motions. The Mover of Motions picked up and read the motions aloud to those assembled. The Convener then called for a second and opened the floor for debate. The Recorder counted the votes and reported the results to the Convener who declared whether the motion carried or failed. The Mover read the next edited section and moved adoption until all articles and sections were adopted. By 3:00 p.m. in the afternoon, the entire set of bylaws had been reviewed, edited, proposed, and accepted.

By 4:00 p.m., charter membership certificates had been distributed to those in attendance. Each person was handed mementos, and application forms for status as Fellows were filled out and exchanged for a Fellow's certificate.

At that point, Terry Broomfield, executive director of the Instructional Systems Association and a former officer of ASTD, extended her greetings to those assembled and congratulated everyone for the success they had in founding the Academy.

Rob Jones, Chair of a nominating committee, proposed nominations of individuals as Board members, and the following were elected:

Nancy Dixon, Board Member and Chair, Nominating Committee

Ronald Jacobs, Board Member and Chair, Relationships with other Associations Committee

James Kirk, Board Member and Chair, Membership Committee

Victoria J. Marsick, Board Member and Chair, Publications Committee

Teresa Palmer, Board Member and Chair, Time and Place Committee

Verna Willis, Board Member and Chair, Awards Committee

The Board convened immediately and elected the first set of officers. Those elected and their assigned responsibilities were as follows:

R. Wayne Pace, President

Karen E. Watkins, President-Elect and Chair, Annual Conference

Richard Swanson, Vice President for Research and Editor, *Human Resource Development Quarterly*

Fred Otte, Treasurer

Brent Peterson then conducted an initiation ceremony of the officers.

The President took a specially prepared gavel and conducted the remainder of the meeting.

New Business consisted of the following:

Sally Vernon, chair of the time and place committee proposed that the 1994 meeting be held in San Antonio, Texas, and recommended that the Academy meet in March of each year. Phil Prey, chair of the Dues Committee proposed that the annual membership be set at US\$50. Karen E. Watkins, chair of the committee on the location of a National Office proposed that Austin, Texas, be the location and Robert Cox be selected as the executive director and Tom Shindell to serve as the office manager.

Thereafter, Douglas Smith was appointed chair of a committee on Funding the National Office; Richard Swanson was appointed chair of a committee to make the *Human Resource Development Quarterly* an official benefit for members of the Academy; and Ed Holton was appointed chair of a committee to establish an Academy *Newsletter*.

Finally, Patricia Leitsch was appointed chair of the Academy Awards Committee, Robert Schwindt was appointed chair of a committee to establish an Interest Group Infra Structure, Ronald Jacobs was appointed chair of a committee on Relationships with Other HRD Associations, David Netherton was appointed chair of a committee to Prepare Publicity and Press Kits, Jerry Noack was appointed chair of a committee to secure subscriptions to *Training Magazine* as a benefit for Academy membership, and Angus Reynolds was appointed chair of a committee to prepare a proposal for a publication called the *Encyclopedia of HRD*.

The chartering meeting was adjourned. The AHRD was founded. The entire process had been completed in 1 day.

May 1993 to March 1994

The charter members voted to have the Academy meet during the first week of March each year; thus, the first official conference was held in San Antonio, Texas, less than 10 months after the establishment of the Academy. It was an overwhelming success, with distinguished guest speakers and widespread participation of Academy members.

Conclusion

The founding of the AHRD captured the exhilaration expressed by a sage when he advised all who seek to do something new:

Make no little plans. They have no magic with which to stir a person's blood and probably will not be realized. Make big plans: Aim high in hope and work. Remember that our children and grandchildren will do things that will stagger us. When you create an idea that captures the imagination, you capture life, reason, everything (Daniel H. Burnham, 1910). The founders of the Academy of HRD are satisfied that they did imagine a great idea, that they have seen its fruition, and now turn it over to others to continue to capture life and everything else. Nevertheless, anyone who seeks to found a new association must take heed, as an unknown author once observed, "There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things."

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author received no financial support for the research, authorship, and/or publication of this article.

References

- Burnham, D. H. (1910). *The plan of Chicago*. Retrieved from https://en.wikipedia.org/wiki/Burnham_Plan_of_Chicago
- Eaves, T. (1985). *Trainer competencies: An examination of existing research*. Milwaukee, WI: National Adult Education Conference of the American Association for Adult and Continuing Education.
- Hansen, H., & McLean, G. N. (2002). *R. Wayne Pace, first president of the Academy of Human Resource Development: An historical perspective*. Paper presented at the Annual Conference of Academy of Human Resource Development, Honolulu, HI.
- Marston, J. (1968). Hallmarks of a profession. *Public Relations Journal*, 24(7), 8-10.
- McLagan, P., & McCullough, R. (1983). *Models for excellence: The conclusions and recommendations of the ASTD training and competency study*. Washington, DC: American Society for Training and Development.
- McLean, L. (2001). *Forces, events and people that contributed to the foundation of the Academy of Human Resource Development* (Unpublished paper for WCFE 8141). Saint Paul, MN: History and Philosophy of Work, Community and Family Education.
- Pace, R. W. (1981). Organizational communication: Foundations for human resource development. In R. McCullough (Ed.), *Models and Concepts for T&D/HRD academic programs* (pp. 11-20). Washington, DC: The American Society for Training and Development.
- Pace, R. W. (1983a). ASTD student chapters: The integrating force of successful HRD academic programs. In R. Gentilman (Ed.), *Academic programs and the world of work* (pp. 117-126). Washington, DC: American Society for Training and Development.
- Pace, R. W. (1983b). *Organizational communication: Foundations for human resource development*. Englewood Cliffs, NJ: Prentice Hall.
- Pace, R. W. (1996). *Papers of R. Wayne Pace: Special collections* (This is an archive of all of the papers and history of Pace from 1931 to 1996). Salt Lake City: University of Utah.
- Pace, R. W. (2006). *The Pees/Pace family from Rhineland/Pfalz, Germany* (Vol. 3). St. George, UT: R. Wayne & Gae T. Pace Family Trust.
- Pace, R. W. (2015). *Journal history of R. Wayne Pace: A day-by-day account of his life from 1931 through 2015* (An unpublished document).
- Pace, R. W., Peterson, B. D., & Porter, W. M. (1986). Competency-based curricula: Survey results based on ASTD's models of excellence. *Training and Development Journal*, 40(3), 71-78.
- Pace, R. W., Smith, P. C., & Mills, G. E. (1991). *Human resource development: The field*. Englewood Cliffs, NJ: Prentice Hall.
- Rodale, J. I. (1978). *The synonym finder*. New York, NY: Warner Books.
- Webster's Ninth New Collegiate Dictionary. (1991). Springfield, MA: Merriam-Webster.

Author Biography

R. Wayne Pace was professor of communication and professor of organizational leadership in the Marriott School of Management at Brigham Young University (BYU). He has authored more than 25 books and about 100 articles, research reports, and monographs. His current research and writing focus on factors that affect worker and organizational learning, vitality, and competitiveness. He served as president of the International Communication Association and was the founding president of the Academy of Human Resource Development.