ABSTRACT

VINCENT, ELIZABETH ANN. Understanding the Experiences of Innovative Counselor Educators: A Grounded Theory Approach. (Under the direction of Dr. Adria S. Dunbar & Dr. Stanley B. Baker).

Exploring the experience of innovativeness, specifically within the field of counselor education, is the first step toward understanding how to support innovative counselor educators who may be driving change and growth within the counseling profession. This research study utilizes a constructivist grounded theory approach to provide a foundational understanding of innovative counselor educators' professional experiences. The Innovativeness Scale (Hurt, Joseph, & Cook, 1977) was used to determine degree of innovativeness of counselor educators, and acted as a screening tool to ensure only highly innovative counselor educators participated in the study. Twenty innovative counselor educators with diverse backgrounds, positions, and locations participated in individual in-depth interviews. At the conclusion of the data analysis seven categories emerged: (a) conceptualizing innovativeness, (b) professional experiences, (c) personal qualities and experiences, (d) factors impacting innovation, (d) how counselor educators experience innovation, (e) emotions associated with innovativeness, and (f) innovativeness within counselor education roles. The implications of these research findings can be applied to the future work of counselor educators, as well as the counseling profession, and higher education administrators.

Examining the Experiences of Innovative Counselor Educators: A Grounded Theory Approach

by
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DEDICATION

I dedicate this dissertation to my mother. Mom, you never believed that a learning disability defined my future. When others doubted me, you never gave up. Because of you, not only can I read, but I can also write (and I now have this dissertation to show for it). You are the reason this dissertation became a reality, and I love you.

BIOGRAPHY

Elizabeth Vincent pursued a Bachelor of Arts degree in Psychology from the University of Virginia. It was during this time as an undergraduate student where she first identified her passion for helping others through her work with children and adolescents at a foster care agency. Following the completion of her bachelor's degree, she began graduate coursework in counseling at East Carolina University. During this time, she assisted in opening the McClammy Counseling Laboratory, the counselor education program's first on-site counseling training clinic. In addition, she served a diverse range of clients in both community mental health and university settings. She earned her master's degree in Clinical Mental Health Counseling from East Carolina University in the summer of 2013.

As a doctoral student at North Carolina State University, Elizabeth engaged in diverse experiences to expand her teaching, research, and counseling skills. She worked as a career counselor for undergraduate business students, and she pursued school counseling certification after working as an elementary school counselor. She served as a research assistant for three counseling research projects, and presented her work at national, regional, state, and local conferences. Elizabeth taught both undergraduate and graduate-level courses at both public and private universities, and helped to promote the new online counselor education program at North Carolina State University through marketing, advising, teaching, and supervision roles.

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I cannot begin to appropriately thank all of the people who supported my journey. I owe so much to the patience, support, and kindness of others. As this experience comes to an end, I am looking forward to one day passing along the kindness that has been shown to me.

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When I chose to try something new this year, I was fortunate enough to end up at Joyner Elementary Magnet School. Andrea, you were just what I needed in a supervisor, and your positive energy and passion for life is contagious. Thank you to the staff and students at Joyner as well who gave me perspective. After all, dissertations don't seem that important when a child is in need.

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Dr. Adria Dunbar, words will never be able to capture the gratitude I have for your companionship throughout this process. You are the model of what I hope to be as an innovator, a counselor educator, and a woman. I cannot begin to list the ways you have touched my life, but I know I am a better person because of you. In your presence, I always feel like myself. Your patience, dedication, and energy are the reasons this dissertation exists, and I am grateful that you introduced me to our shared passion. I only hope that one day I can

begin to repay you for the countless hours you spent building me up. It is hard to picture what counselor education looks like when it's not spent with you. But, I am excited to see where the future takes us, because innovativeness is only the beginning!

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CHAPTER I. INTRODUCTION

Innovation does not occur in isolation; rather, it is created and driven by individuals and groups in communication with one another. Often those in leadership roles have the greatest power to implement change and introduce innovations into a social system in meaningful ways (Rogers, 2003). In the counseling profession, counselor educators are viewed as leaders (Paradise, Ceballos, & Hall, 2010), and thus have the potential to influence the profession in diverse and impactful ways. Through teaching, research, and service, counselor educators shape the identity of the counseling profession as well as influencing the profession's future. Given their status as leaders in the counseling profession, and the fact that leaders are often responsible for implementing meaningful innovations, it is worth considering the ways in which counselor educators experience innovativeness and how they can demonstrate this trait. Indeed, a lack of such understanding within the counseling profession might lead to missed opportunities to support and encourage progress and growth in the profession. In this study, through an examination of how innovativeness impacts the professional work of counselor educators, recommendations are made regarding ways to support and enhance the work of those driving innovation and change within the counseling field.

Innovativeness in Counselor Education

While the term *innovative* appears throughout the counseling literature, to the author's knowledge, no research to date has actually examined innovativeness within counselor education. Rather, in extant literature, the term *innovative* has been used informally as an adjective to describe various actions, products, or initiatives of counselors

within a clinical context. For example, the term has been used to describe counseling outreach strategies (Biggard, 2009), school-based intervention services (Bruneau & Protivnak, 2012), group counseling approaches (Ziff, Pierce, Johanson, & King, 2012; Boldt & Paul, 2011), and individual clinical interventions (Alves, Mendes, Goncalves & Neimeyer, 2012; Vereen, Hill, & Butler, 2013; Hodges, 2011; Dykes, Specian, & Nelson, 2006; Lewis & Trzinski, 2006). The terms *innovation* or *innovative* also appear sometimes within the titles of conceptual and research articles. In addition, the American Counseling Association (ACA) uses the term *innovative* in regard to clinical practices, suggesting that innovative work is an expectation within the counseling profession. Specifically, the ACA (2014) Code of Ethics uses the term to describe "techniques, procedures, and modalities" both with regard to counselor practitioners' professional responsibility (standards C.7.b & F.7.h). These usages of the terms *innovative* and *innovation* suggest that innovation is perceived as a positive trait, one that is aspirational for counselors who are, or who seek to be, effective and ethical in their clinical practice.

While references to innovation are made throughout the clinical practice literature, these references are minimally in relation to counselor education. Only a limited number of articles describe counselor education instructional practices as innovative (Smith, 2009). However, professional organizations have suggested innovation is important for counselor education. For example, the Council for Accreditation and Related Educational Programs (CACREP), the primary counselor education training program accreditation organization, uses the term *innovativeness* in the 2016 Standards, which state, "program innovation is encouraged in meeting both the intent and spirit of the 2016 CACREP Standards" (p. 2). One

can infer that innovation is a goal not only for counselors in their clinical practice, but also for counselor educators in developing counselor education programs that align with professional training standards. Indeed, *Counselor Education and Supervision*, the national journal for the Association of Counselor Education and Supervision, devotes a section of the journal publications to manuscripts that showcase "innovative methods" for counselor education and supervision. The journal thus suggests that counselor educators should share their counseling innovations through this peer-reviewed publication.

Innovativeness in Higher Education

The construct of innovativeness has been empirically studied in the field of higher education to examine the behaviors and attributes of university faculty. In particular, research has explored their innovativeness in relation to adoption decisions. Overall, research has found that innovativeness is normally distributed across faculty and reflects innovativeness studied in outside fields (Zayim, Yildirim, & Saka, 2006; Sahin & Thompson, 2007; Forrer, Wyant, & Gordin, 2014). Research has also outlined specific factors that can impact faculty innovativeness, such as social systems, communication channels, institutional support and resources, and personal characteristics. Social systems, in the form of faculty learning communities, have been found to foster the collaboration that plays an essential role in innovativeness within a higher education setting (Stock-Kupperman, 2014; Sahin & Thompson, 2007). Communication channels within these collaborations were also found to be important factors influencing innovativeness (Sahin & Thompson, 2007). Institutional support and resources—specifically, university resources in the form of professional development, training, availability and access to various technologies, and institutional

policy (Forrer et al., 2014; Sahin & Thompson, 2007)—have also been emphasized as an important factor to enhance innovativeness. Finally, research has also examined personal characteristics like professional rank and age in relation to degree of faculty innovativeness within higher education institutions. Professional rank was found to not be a significant factor impacting faculty innovativeness (Waugh, 2004). However, in examinations of age, younger faculty members were more likely to display higher levels of innovativeness than faculty who were older (Waugh, 2004). This finding contrasts with Roger's (2003) research suggesting that degree of innovativeness is not related to age.

Overall, the introduction of innovativeness into the higher education setting, and specifically to examine faculty innovativeness, suggest that the construct of innovativeness is appropriate and can be applied successfully within this setting. In addition, contradictions within the higher education innovativeness literature reflect similar contradictions found in other disciplines related to innovativeness, suggesting commonalities with other fields. Therefore, it can be concluded that the literature supports the application of innovativeness to examine the experiences of higher education faculty members.

Theoretical Framework

In constructing the theoretical framework for this study, it was necessary to examine multiple theories for two reasons. First, there is no foundation for examining innovation in relation to counseling, and thus no strong preexisting theoretical basis on which to investigate the experiences of innovative counselor educators. Second, the use of a single theoretical foundation is discouraged within research that uses a grounded theory approach, as this study does. For these reasons, the examination of multiple theories enables the researcher to outline

central aspects of the concept of innovativeness without specifying a single theoretical framework to drive the creation of a new theory. Four theories of innovation and creativity were examined: (a) diffusion of innovation theory, (b) Amabile's theory of creativity, (c) Galenston's theory of creativity, and (d) Csikszentmihalyi's systems theory of creativity.

Diffusion of Innovation Theory

Diffusion of Innovation theory (DOI) was first developed by sociologist Everett Rogers in the mid-twentieth century, building upon the work other academics had done to describe the diffusion of hybrid seed corn in Iowa. The first edition of his book, *Diffusion of Innovations*, was released in 1962 and was in its fifth edition as of this writing. DOI is interdisciplinary in nature, and Rogers argued that diffusion is "a general process, not bound by the type of innovation studied, by who the adopters were, or by place or culture" (Rogers, 2004; p. 16). Today, DOI is commonly used to examine the diffusion of such innovations as the Internet and modern technologies, and has been utilized by scholars across dozens of areas of study (Rogers, 2003). In Rogers's (2003) theory, the concept of innovativeness is embedded with the construct of time, specifically the speed at which an individual adopts an innovation after it has been introduced. Rogers (2003) defined innovativeness as "the degree to which an individual or other unit of adoption is relatively earlier in adoption of new ideas than other members of a social system" (p. 280). Rogers (2003) viewed innovativeness as a personal trait that is normally distributed within the population. An individual's degree of innovativeness places him or her within one of five adopter categories: innovators, early adopters, early majority, late majority, and laggards.

Amabile's Theory of Creativity

According to Amabile (1996/2012), creativity is "the production of a novel and appropriate response, product or solution to an open-ended task" (p. 1). Amabile's theory of creativity was developed out of the business management field to explain how creativity occurs in the workplace. Amabile described creativity as consisting of three central components: domain-relevant skills, creativity-related skills, and task motivation. Domain-relevant skills include knowledge, expertise in the given area, technical skills, and general intelligence (Amabile, 1999). The first component is the set of skills that are specific to the domain or field that an individual is attempting to be creative within, such as counseling, business, or engineering. The second component of creativity, creativity-relevant processes, comprise both cognitive style and personality characteristics. These include traits that are typically associated with creativity and innovation, such as risk-taking, openness to new perspectives, and autonomy. The final component of creativity, task motivation, involves intrinsic motivation, that is, the ability of an individual to be self-motivated to complete a task out of their own internal traits, rather than out of a need for external rewards, Amabile (1999) viewed motivation as a central component of creativity, suggesting that creativity occurs when people feel motivated by their own interests, enjoyment, and satisfaction with their work.

Galenson's Theory of Creativity

Galenson (2006/2001), an economist, is credited with outlining a theory of creativity that incorporates evolutionary and problem-solving aspects of creativity theory to conceptualize this construct more comprehensively. Galenson (2006) identified two types of

creators: seekers and finders. *Seekers*, described as conceptual innovators, struggle with the creative process. Individuals who are classified as seekers develop their skills over time, and therefore do not produce their most creative work until later in their careers. In contrast, *finders* are planners who make clearly outlined goals for their work from the time they initiate a project. Autonomy is important to finders, and they are comfortable with breaking and altering previously established norms. Finders are known for identifying radical innovations, which can happen at any point in their career.

Csikszentmihalyi's Systems Theory of Creativity

Csikszentmihalyi (1988) developed his theory of creativity by examining the role of the environment and context from a psychological perspective. He proposed that creative ideas emerge out of three interacting concepts: the domain, the individual, and the field. The domain is the area in which the creative person is working, and the body of knowledge within that domain. Czikszentmihalyi (1988) emphasizes the domain area's collective knowledge, meaning knowledge that has been discovered by the collective experts within the field, rather than the individual creative person's own knowledge base. The individual then is responsible for knowing what knowledge exists within the larger domain, as well as producing new knowledge that can alter, adjust, or progress knowledge within the field. Finally, the field is described as the most influential experts working within the specified domain. The field experts are important, as they ultimately decide what creative ideas are worth promoting to the others within the field, and what creations are worth sharing with the future of the profession.

Gaps in the Literature

As previously discussed, the term *innovative* has been used informally within the counseling literature, and primarily in the context of clinical counseling, as opposed to education and training. Empirical examinations of innovativeness in counselor education have not yet been conducted place. Therefore, the field of counselor education lacks a clear, applicable definition of innovativeness.

Organizational psychology and management have extensively examined innovation and innovativeness; yet, definitions of innovativeness still vary. Previous definitions of innovativeness in workplace-related research have included constructs such as risk-taking (Cancion, 1967), openness to change (Hurt, Joseph, & Cook, 1977), innovation-specific behavior (Katz, 1961), receptiveness to novel stimuli (Goldsmith, 1984), and ownership of new products (Hirschman, 1980). Most commonly throughout the literature, innovativeness is treated synonymously and interchangeably with creativity (Celik, 2013; Hammond, Neff, Farr, Schwall, & Zhao, 2011; Choi, 2004). Creativity and innovativeness are described as the generation, development, and selection of novel ideas (Hammond et al., 2011). Some definitions also include the implementation of novel ideas to a specified situation or environment (Celik, 2013).

In many fields, creativity is understood to be comparable with innovation, yet it is examined differently in the counseling field. Here, creativity is conceived primarily in terms of creative arts and their application to clinical practice and teaching efforts. For example, creativity in counseling has been examined through the use of writing and literature (Leggett, 2009), film and multimedia (Hayes, 2008), visual arts and photography (Chibbaro &

Camacho, 2011; Star & Cox, 2008), and drama (Gundogdu, 2012). In particular, creativity is viewed through a cultural lens as a way to express oneself (Gladding, 2008) and is often specific to the individual task being examined (e.g. supervision, counseling practice, or instruction) rather than the general trait of being creative. In summary, literature addressing creativity in counseling does not also address the concept of innovativeness, and thus this literature does not aid in understanding the work-related experiences of innovative counselor educators.

Overall, innovation and innovativeness is an under-examined area in counselor education literature. While research in outside fields has conceptualized and examined innovativeness, these fields are too different from counselor education to assume the information gained from this research would provide insight into counselor educator innovativeness. This exploratory qualitative research study, which examines the experiences of innovative counselor educators, identifies the counselor education-specific information not revealed in studies from outside fields. This research is the first step in providing knowledge to fill the gap in the counselor education literature that does not identify or empirically examine innovativeness within the profession.

Purpose of the Study and Statement of the Problem

The purpose of this research study is to provide a foundational understanding of innovative counselor educators' professional experiences. A constructivist grounded theory approach is used to gather information from counselor educators who self-identify as being innovative. The current research study has four aims: to understand the experiences of innovative counselor educators; to identify ways to support the innovative efforts of

counselor educators; to identify barriers that hinder innovative counselor educators; and finally, to identify what experiences counselor educators associate with being innovative in their practice.

In order to understand and support innovativeness within the counseling profession, we must first understand what experiences contribute to counselor educators' innovative acts and behaviors. As no research has yet been conducted to examine the experiences of innovative counselor educators, the exploratory qualitative research will point the way toward filling this gap. While innovativeness has been researched within the private sector as it pertains to individual employees, this research cannot be applied to counselor educators because the context of academia differs greatly from corporate organizations, and the work tasks of academics do not align with corporate work roles. Exploring the experience of innovativeness specifically within the field of counselor education is the first step in understanding how to support innovative counselor educators who are driving change and growth within the counseling profession.

Research Questions

The following research questions are examined within the research study.

Research Question 1

How do innovative counselor educators describe the experience of being innovative?

Research Question 2

How do innovative counselor educators demonstrate innovativeness within their professional roles of teaching, scholarship, and service?

Research Question 3

What professional experiences do innovative counselor educators describe as being associated with their innovativeness?

Need for the Study

Counselor educator innovativeness has received little attention in the academic literature. More specifically, there has been no research examining the experiences and perspectives of innovative counselor educators. Without understanding how counselor educators experience innovativeness, it is difficult to identify ways to support their work and reduce barriers that hinder their success. As the number of tenure-track academic positions continues to be reduced nationwide, there is a growing trend of recent doctoral graduates pursuing careers outside of academia (Mason, 2013), including graduates in the counseling field. Even tenured professors and part-time educators are increasingly leaving academia to pursue alternative career options in the private sector (Anwar, 2013; Tuhus-Dubrow, 2013). As pursuing positions in the private sector becomes more commonplace, the counselor education field risks losing its most innovative minds. Employers in the private sector understand how to support, enhance, and retain their most innovative employees. In contrast, counselor education has yet to examine this area, leaving innovative counselor educators potentially unsupported and underutilized. Consequently, understanding the experiences of innovative counselor educators can assist in retaining innovators within the field, and aid in recruiting innovative doctoral graduates to pursue careers as counselor educators.

Through better understanding of the specific experiences of being innovative in counselor education, there are also opportunities to provide resources and support to enhance

the productivity of innovators. Innovativeness is essential to promoting growth and development within the counselor education profession. Therefore, information gained from this exploratory qualitative research study will be a first step in supporting and encouraging innovators in counselor education.

Definition of Terms

The following terms are used throughout the research study. While the definitions of these terms may vary, the following definitions will be used for the purposes of the current study.

Counselor Educator

For the purposes of this research study, the American Counseling Association's (ACA) definition of counselor educator will be used. The ACA (2014) defines a counselor educator as "a professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of professional counselors" (p. 20).

Innovativeness

Innovativeness is defined as "willingness to change" and "willingness to try new things," as outlined by Hurt, Joseph, and Cook (1977) when creating the Innovativeness Scale (p. 62).

Faculty Status

Faculty status is used as an umbrella term to encompass all types of counselor educator employment statuses. Faculty status refers to differing types of employment statuses of counselor educators, including tenured, tenure-track, non-tenure track, and adjunct instructors.

CACREP

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is an independent national organization formed by the ACA to provide program-level accreditation, specific to the standards and needs of the counseling profession (CACREP, 2016).

CACREP-Accredited Program

A CACREP-accredited program is a master's and/or doctoral-level counseling program that has successfully completed the accreditation application process and been granted approved accreditation status by CACREP.

Organization of the Study

This dissertation is presented in five chapters. The first chapter introduced innovativeness within counselor education and identified the theoretical framework for the research study. The chapter also identified the gaps in the literature that this study addresses, and it presented the purpose of the study and statement of the problem, research questions, need for the study, and definitions of key terms. The second chapter outlines previous literature related to innovation, innovativeness, and the areas where counselor educators demonstrate innovativeness. Also discussed are theories of innovation and creativity. The third chapter outlines the methodology for the study, including participant characteristics, sampling strategies, instrumentation, procedures for data collection and analysis, and measures taken to demonstrate trustworthiness. The fourth chapter outlines the results of the research study. Chapter five discusses the results in relation to previous research, identifies

specific areas of future research, and provides implications for counselor educators and university administrators.

CHAPTER II. LITERATURE REVIEW

Before conducting a research study, it is important to familiarize oneself with the relevant research in the professional literature. This allows researchers to know what has already been established and what gaps need to be filled. This literature review chapter explores innovativeness as a broad construct, surveying how it has been examined across disciplines. Attention is paid to the theoretical work on innovativeness, particularly that which makes connections between innovativeness and counseling and counselor education. Both empirical research and conceptual articles will be examined to establish the state of the current literature, which informed the research design and methods for the present study. First the broad constructs of innovation, and the trait of innovativeness will be examined in-depth. Next innovativeness will be examined within the context of higher education and counselor education. The chapter will conclude with innovation related theories, and multicultural considerations.

Innovation

Innovation is a phenomenon that has been empirically tested and examined across disciplines for over 100 years. However, the study of innovation has seen a dramatic increase in popularity over the past 25 years, as demonstrated by a rise in innovation-related publications across disciplines (Fagerberg, 2005). This popularity has been attributed to the introduction and diffusion of personal computers in the 1990s (Fagerberg, 2005). While the terms *technology* and *innovation* are often used interchangeably in everyday discussions, technology in fact represents only a single type of innovation, and is in no way representative of the entire phenomenon (Rogers, 2003). Within the literature, innovation is commonly

examined in research on the workplace, specifically in businesses (Dawson & Andriopoulos, 2014). Innovation has been examined across a wide variety of fields and industries, as well as within individuals, groups, and organizations.

Definitions of Innovation

Although definitions of innovation vary by context and application, this construct is often associated, and even conflated, with the similarly broad phenomena of creativity and change (Dawson & Andriopoulous, 2014). Across a range of definitions of innovation, innovation is consistently associated with (a) newness or originality, (b) creation, and (c) diverse application. These three themes surface repeatedly in theories involving innovation.

Newness. Everett Rogers (1962/2003) defines innovation in relation to newness by stating that innovation is "an idea, practice, or object that is perceived as new by an individual or other unit of adoption" (p. 12). Similarly, another innovation theorist, Schumpeter (1934), defined the construct in terms of new combinations. This conception of innovation has been criticized as vague and ambiguous, but it may also be seen as reflective of Schumpeter's awareness of the complexities surrounding the development and change of the concept of innovation over time (Hagedoorn, 1996).

Creation. Fagerberg, Mowery, and Nelson (2005) emphasized the role of creation in innovation by comparing innovation to invention: "Invention is the first occurrence of an idea for a new product or process, while innovation is the first attempt to carry it out into practice" (p. 4). Creation can be understood as the creation of a new idea or process that does not yet exist; it is also understood as adapting a concept that is already in existence to work in a different way or to be placed in a different context (Mowery & Nelson, 2005). Under this

definition, two examples of creation would be the independent development of a new counseling intervention and the adaptation of a counseling intervention previously used in the social work field.

Diverse application. Bessant and Tidd (2007) describe innovation as "the process of translating new ideas into useful—and used—new products, processes, and services" (p. 29). The terms *products*, *process*, and *services* imply different forms of innovation. Dawson and Andriopoulos (2014) provide an inclusive definition of innovation that encompasses all three components of innovation definitions, stating that innovation is the "utilization of ideas in solving problems, developing processes, and improving the way we do things in creating new products, services, and organizations" (p. 67). While definitions of innovation are broad, a thorough review of the literature suggests innovation involves newness, creation, and diverse applications.

Types of Innovations

As illustrated by the definitions above, the term *innovation* can be applied to a diverse range of constructs. In the current literature, there are two main ways to classify innovations: by form and by the degree of change the innovation creates within a system. First, classifying innovation by form, Tidd and Bessant's (2013) innovation process model outlines four types of innovations: product innovations, process innovations, paradigm innovations, and position innovations. Second, classifying innovations by the degree of change the innovation creates within a system, Dawson and Andriopoulos (2014) identify three gradations of innovation: incremental innovations, modular innovations, and radical innovations. Each of these seven types of innovation is described below.

Product innovations. The first of Tidd and Bessant's (2013) four innovation types, and also the most commonly discussed within the literature, is the product innovation. These relate to tangible products that are purchased by consumers, such as smart phones and iPads, as well as services. A product innovation is a change in the product or service offered within an organization. For example, a product innovation in counselor education could be the creation of a supervision mobile application to aid in the administrative tasks of documentation and file-sharing between counselor educator supervisor and supervisee.

Process innovations. Process innovations are innovations that are not tangible, but rather apply to a change in a process or delivery. This type of innovation includes a change in the way that product innovations are created and delivered. An example of a process innovation would be offering clinical supervision online using web conferencing software. The online delivery of the supervision represents an innovation beyond the previous process for delivering supervision, which was face-to-face.

Paradigm innovations. Paradigm innovations are described as "ways in which our view of the world is reframed, such as a shift in a long-held assumption about an organization or business" (Dawson & Andriopoulos, 2014, p. 64). An example of a paradigm innovation would be the diffusion of the social justice movement across the counseling profession. The development and integration of the social justice movement out of the previous multiculturalism movement represents a paradigm innovation, an evolution in the values of the counseling professional over time (Ratts, 2009).

Position innovations. Finally, the fourth of Tidd and Bessant's (2013) innovation types is the position innovation, which occurs when an existing product is used in a new

context. An example of this type of innovation would be the use of survey software to conduct online academic advising. The innovation is the adaptation of surveying software from research and marketing contexts for use in the advising context. The context change is the shift from research and marketing purposes to education administration.

Incremental innovations. In Dawson and Andriopoulos's (2014) classification of innovations by the degree of change they create within a system, the most gradual innovations are incremental innovations. These occur when small changes and improvements are made to previously existing innovations (Dawson & Andriopoulos, 2014). An example of an incremental innovation is the creation of high-definition video format. This innovation represented a small improvement in image quality, one that evolved out of, and supplanted, standard-definition video format.

Modular innovations. Moderate levels of change, in Dawson and Andriopoulos's (2014) model, are created by modular innovations. These are middle-range innovations that introduce more change than a mere product modification or improvement. An example of a modular innovation is high-speed Internet, which replaced dial-up Internet. The increase in Internet speed changed the quantity of content that could be consumed online in a given period of time. Therefore, this speed changed the ways in which the general public used the Internet, shifting from exclusively information-gathering to also including entertainment and content-creation.

Radical innovations. Finally, the most influential and noticeable type of gradation innovation in Dawson and Andriopoulos's (2014) model is the radical innovation. These types of innovations completely replace a previous innovation, making older innovations

obsolete. Mobile devices are an example of a radical innovation, as they are quickly surpassing desktop computers by allowing all of the latter's capabilities within a portable device.

The two classification systems for innovations described above, Tidd and Bessant's (2013) model based on form and Dawson and Andriopoulos's (2014) model based on degree of change, encompass much of the broadness of innovation as a phenomenon. However, these categorizations are not all-inclusive. Another way that the innovation literature classifies innovations is in terms of social innovations. These types of innovations are devoted to addressing and improving social issues facing disadvantaged groups within society (Ellis, 2010). Social innovations are not developed with the goal of earning profit; rather, they are often designed to be sustainable over time (Saul, 2011).

Factors that Contribute to Innovation

The phenomenon of innovation has been examined at the group and individual levels, and factors that contribute to innovation can be influential both in group settings and on an individual basis. At least seven factors contribute to innovation for groups and individuals: (a) continuous learning, (b) risk-taking, (c) autonomy, (d) flexibility and adaptability, (e) collaboration, (f) support of change, and (g) support of idea generation.

Continuous learning. Continuous learning contributes to innovation on both an organizational and individual level (e.g., Amabile, 1998; Martins & Terblanche, 2003; Kanter, 2011; Tushman & O'Reily, 2002). Supervisors within organizations are encouraged to promote and incentivize continuous learning opportunities in the form of additional education, professional development, and skills training. Individuals who seek out

continuous learning and maintain a curious perspective are more likely to experience innovation (Kanter, 2011). Continuous learning can be formal, such as conferences and training seminars, or informal, such as individual reading or one-on-one consultations with colleagues.

Risk-taking. Risk is part of the innovation process, so innovation is encouraged by an organizational culture that supports risk-taking and by individuals' willingness to take risks (Wu, Parker, & Jong, 2011). To promote innovation in the workplace, managers, supervisors, and colleagues can encourage future risk-taking behaviors by not penalizing failure. At the individual level, an employee must be willing to take risks and be comfortable with adjusting their strategies if the innovation fails. Organizations can support risk-taking by creating an atmosphere that does not reprimand employees for project setbacks, and by encouraging small pilot opportunities for testing innovations.

Autonomy. Innovation is further supported by allowing groups of people or individual employees the freedom and independence to make decisions regarding their work products and roles. Specifically, increases in autonomy have been associated with increases in innovation at the organizational level (Tushman & O'Reilly, 2002). Many organizations attempt to simulate the experience of entrepreneurship by providing employees with higher levels of autonomy. Entrepreneurs can be defined as individuals who successfully innovate, do not answer to a supervisor, and have full autonomy over their work. By simulating the entrepreneurship experience, many organizations hope to increase innovation among their employees (Tushman & O'Reilly, 2002).

Flexibility and adaptability. The concepts of flexibility and adaptability have also been associated with increases in innovation (Sung & Choi, 2014; Tushman & O'Reilly, 2002). Flexibility and adaptability can be related to administrative changes in work plans, timelines, and decisions. Also, flexibility and adaptability can be related to the creation of innovation itself, or to challenging the status quo. Individuals who are better able to accept irregularities, unpredictability, and variety at work have more opportunities to be innovative because of exposure to new information or work opportunities. This exposure is said to contribute to innovative outcomes among individual employees.

Collaboration. Collaboration is a major contributor to innovation, as most recent innovation research is devoted to group- or organization-based innovation (Dawson & Andriopoulos, 2014). Collaboration can take many forms, including team members' creation and implementation of an innovation, or individuals' solicitation of the assistance of another expert in the field. Also, collaboration can take place over the course of the entire project, or it can be intermittent. In general, highly innovative individuals are more likely to reach out to other experts in the field, and to be willing to incorporate multiple people on a project. Overall, the research suggests that individuals work with others, as opposed to independently, are more likely to be innovative than those who work alone (Tidd & Bessant, 2013). This finding is supported by diffusion of innovation theory (DOI) (Rogers, 2003), which conceptualizes innovation as a social process that involves interactions between and among individuals.

Support of change. Because innovation is a form of change, positive attitudes supporting change contribute to innovation (Arad, Hanson, & Schneider, 1997). Individuals

who internally seek out change in their own lives, as well as in the workplace, are more likely to be highly innovative. By contrast, less innovative people often resist change and appreciate routine and predictability within both their personal and professional lives. To promote such attitudes, organizations can work to create an environment that tolerates ambiguity (Kanter, 2012), encourages positive attitudes towards change, and supports employees challenging the traditional ways of completing tasks (Tushman & O'Reily, 2002). Creating a culture where change is embraced promotes creative problem solving on every level, including the level of individuals, teams, organizations, and industries. Companies such Apple® and Amazon® are known to support a culture of change, where new ideas of all forms are expected and appreciated. In general, industries that are more supportive of change, such as information technology, tend to be more innovative than those industries that are not as accustomed to change.

Support of idea generation. A seventh factor that contributes to innovation is the creation of a culture that embraces new ideas (Amabile, 1998; Martins & Terblanche, 2003; Kanter, 2012). For example, Google has a policy that all employees are required to spend up to 20 percent of their time on tasks that are not listed in their job description (Dawson & Andriopoulos, 2014). By expecting employees to generate new ideas, and by protecting time for ideas to emerge, the company establishes innovation as an expectation of all employees. In addition to being impacted by organizational culture, idea generation is also affected by supervisor expectations. Supervisors should support idea generation, listen to employee ideas, and provide opportunities for the implementation of new ideas. These practices allow innovative employees to be more productive and use their innovative skillsets within the

work environment. If ideas are ignored or not supported, innovative employees may begin to withhold their innovative ideas.

Factors that Hinder Innovation

Factors that detract from or hinder innovation have received less attention in the literature than those that encourage innovation. While it is possible that innovation could be hindered simply by the absence of factors that contribute to innovation, this has not yet been empirically tested. However, the literature has identified two primary factors that hinder innovation: (a) amount of time dedicated to innovation and (b) organizational culture.

Amount of dedicated time. The innovation process has been found to be hindered by devoting insufficient time to it (Amabile, 1998) as well as by devoting too much time to it (Nohria & Gulati, 1996). For example, a counselor educator tasked with redesigning course curricula for a different course each month would face time constraints that limited the potential for innovation. On the other hand, a counselor educator given an entire academic year to update course curriculum for a single course might also be hindered in their abilities to be innovative, as the ample time does not make the task an immediate priority. Therefore, innovation is best supported by a balance of appropriate time to contribute to it, though the optimal balance remains unknown.

Organizational culture. Innovation can also be hindered by organizational culture (Ng & Lucianetti, 2016; Wu et al., 2011). This is especially true when uniformity is encouraged (Nemeth & Straw, 1989), and the organization places too many restrictions on employees (Tushman & O'Reily, 2002). Research examining individual-level barriers to innovation revealed that innovation could be hindered by lack of resources, lack of internal

cooperation, and lack of goal clarity (Mirrow, Holzle, & Germunden, 2009). At the organizational level, innovation was also hindered by barriers to knowledge-sharing (Yesil & Iman, 2013). These barriers included individual work assignments, lack of time, competitive organizational culture, organization politics, and lack of familiarity with co-workers.

Innovativeness

The trait of innovativeness enables individuals or groups to create and implement innovations (Dawson & Andriopoulos, 2014). Like many other human traits, innovativeness is normally distributed throughout the population (Rogers, 2003). This means that degree of innovativeness lies on a continuum, with the majority of the human population possessing some degree of innovativeness. Empirical research supports Rogers's (2003) claim that innovativeness is normally distributed. The trait has been well documented among higher education faculty in particular (Zayim et al., 2006; Sahin & Thompson, 2007; Forrer et al., 2014), a group that encompasses counselor educators.

While the term *innovativeness* was originally made popular by Roger's diffusion of innovation theory (DOI) (1962/2003), described below, scholars have adapted the term to fit the needs of different research methodologies and topics. Innovativeness has been examined across disciplines. The construct has been considerably emphasized within organizational psychology research on employee performance (Clement-O'Brien, Polit & Fitzpatrick, 2011; Wu, et al., 2011), and in business marketing research that seeks to identify consumer-buying patterns (Jasrai, 2013; Choo, Sim, Lee, & Kim, 2014). Within the academic literature, innovativeness is often used interchangeably with creativity, and the distinction between the two concepts remains unclear (Hammond et al., 2011). Researchers often combine

innovativeness and creativity when summarizing the literature and conducting meta-analyses (Hammond, et al., 2011). For the purposes of this literature review, research on both innovativeness and creativity will be examined, particularly that which explores influences on innovativeness within a workplace setting. This literature review focuses on innovativeness as it pertains to workplace performance, and this section explores personality traits, cognitive processes, contextual influences, and individual attributes associated with innovativeness.

Personality Traits

Innovativeness is often categorized as a personality trait, as it is possessed and exhibited at the individual level. The literature frequently associates innovativeness with other personality traits (Dawson & Andriopoulos, 2014), particularly (a) creativity, (b) openness to new experiences, (c) comfort with ambiguity, (d) risk-taking, and (e) autonomy and non-conformity.

Creativity. Creativity is often described as the generation or creation of novel ideas (Hammond et al., 2011). A strong significant relationship has been found to connect creative personality traits such as individualism, insightfulness, invention, and originality to innovativeness (Zhou & Oldham, 2001; Oldham & Cummings, 1996). This is not surprising given that, in the organizational psychology literature, creativity is often used interchangeably with innovation, and many definitions of innovativeness involve creativity. Scholars have struggled to differentiate between innovativeness and creativity, and while differences have been established, they are inconsistent across fields and publications.

Openness to new experiences. A second personality trait associated with innovativeness is openness to new experiences, which is fitting given that innovativeness often translates into implementing change within the workplace. Researchers have even defined innovativeness as openness to change (Hurt, Joseph, & Cook, 1977), and an association between these constructs is consistent across the literature. Being open to new experiences means individuals are likely more innovative, as well as more willing to exhibit innovative behaviors (i.e., implementing innovations) at work (Tsai, Liou, Hsiao & Cheng, 2013; Sung & Choi, 2014; Furman, Porter, & Stern, 2002; Rogers, 2003; Hammond et al., 2011). Innovation commonly occurs when ideas and experiences are shared across different disciplines. A person who is open to participating in new experiences extending beyond their field of expertise is more likely to come in contact with ideas that could be adapted and used in their own field.

Comfort with ambiguity. Creating innovative solutions requires individuals to problem-solve without a lot of direction or structure. As a result, greater comfort with ambiguity is associated with greater degrees of innovativeness (McGrath, 2000; Dawson & Andriopoulos, 2014; Rogers, 2003). Innovations are, by definition, newly introduced ideas, concepts or products. Therefore, the development and implementation of innovations inherently involves experimentation and trial and error. Clearly outlined directions for innovations do not exist, and innovators must figure out what to do as they proceed in their own work. Innovation is an inherently ambiguous undertaking, and those who innovate can only do so if they can cope with uncertainty within their daily routines.

Risk-taking behaviors. While innovations are often viewed in a positive light, they are not guaranteed to be successful. Implementing an innovation can be a risky endeavor, especially when doing so could impact employment status. Individuals who exhibit higher levels of risk-taking are more likely to exhibit higher levels of innovativeness within the workplace (Dawson & Andriopoulous, 2014; Hammond et al., 2011; Sternberg, O'Hara, & Lubart, 1997). Those who take risks within the workplace are known to do so by often testing boundaries and challenging workplace norms.

Autonomy and nonconformity. These two traits are associated with innovative individuals because new innovations often do not align with previous culture and procedures (Krause, 2004; Tsai et al., 2013; Hammond et al. 2011). *Autonomy* is described as possessing the authority and power to self-govern (Krause, 2004). In the workplace, autonomy is exhibited when workers are not hindered by supervisors' oversight or restrictive company policies. Employees who have the freedom to make choices and pursue their own ideas are often more able to be innovative. The trait of *nonconformity* is characterized by exhibiting behaviors and attitudes that do not align with those held by the group (Tsai et al., 2013). More innovative people are able to stand out and resist commonly held group beliefs to identify new ideas and opportunities for growth.

Cognitive Processes

In addition to its association with specific personality traits, innovativeness has also been linked to particular cognitive processes. This link is logical given that many factors associated with innovativeness are cognitive in nature: problem-solving, mental flexibility, originality and imaginativeness, making novel connections among ideas, and the possession

and sharing of knowledge. The cognitive process of *problem-solving* is often associated with innovativeness because innovation is often viewed as identifying original solutions to ongoing problems (Hammond et al., 2011; Taggar, 2002). Effective problem-solving depends on the ability to handle complex situations and be open to new ideas, which are classified as *mental flexibility*, another cognitive process associated with innovativeness (Majaro, 1992). Third, innovativeness is also linked to *original and imaginative thought* (Costa & McCrae, 1992; Majaro, 1992). Often innovativeness in the workplace involves connecting two ideas that have never been combined before; indeed, research has found that innovativeness is supported by the ability to *connect* remote associations and *combine* topics in new ways (Cummings & Oldham, 1997; Mednick, 1962). Finally, the *possession and sharing of knowledge* are both important to innovativeness (Yesil & Iman, 2013; Taggar, 2002). The possession of high levels of knowledge and education related to work responsibilities is associated with innovativeness (Hargadon & Sutton, 2000), although too much knowledge within a given area can also hinder innovativeness (Andriopoulos, 2003). The sharing of knowledge between individuals, known as the process of knowledge-sharing, is also considered essential element of innovativeness, as innovation is a social process that does not occur in isolation (Rogers, 2003; Yesil & Iman, 2013).

Contextual Factors

The innovation literature has thoroughly examined how innovation is impacted by context, particularly in work settings, and has found that the level of innovativeness within a given work setting is linked to various contextual factors. Specifically, higher levels of work-related innovativeness are demonstrated by individuals who work within environments that

support innovation and creativity (Carmeli & Shaubroeck, 2007; Farmer, Tierney, & Kung McIntyre, 2003), have abundant organizational resources (Hammond et al., 2011; Madjar, 2008; Choi, 2004) and who have employers that provide a positive work climate (Hammond et al., 2011; Choi, 2004). In addition, higher levels of innovativeness are encouraged by jobs that are more complex and that have clearer expectations for job roles (Hammond et al., 2011; Unsworth, Wall, & Carter, 2005).

Beyond workplace environments and position-specific factors, innovativeness is also impacted by the interpersonal component of the work environment. Individuals who have colleagues and supervisors who are supportive of their work are also more likely to exhibit higher levels of innovativeness (Beeler, Shipman, & Mumford, 2011; Jaussi & Dionne, 2003). Overall, contextual factors significantly impact the degree to which innovativeness is exhibited in the workplace.

Individual Attributes

When measuring innovativeness on an individual level, as opposed to the group level, it is common to consider how specific individual attributes may play a role in predicting level of innovativeness. While a range of individual attributes has been examined in relation to individual innovativeness, a few are more dominant in the literature. The most common individual attributes associated with innovativeness in the workplace are (a) job tenure, (b) educational attainment, (c) self-efficacy, and (d) motivation.

Job tenure. Job tenure, defined as the amount of time an employee has worked within a given position, has been positively associated with innovativeness (Gilson, Lim, Luciano, & Choi, 2013; Kark & Carmeli, 2009). Individuals who have worked within a job

over a longer period of time are more likely to be more innovative within their roles. Spending more time at a position suggests a level of expertise or understanding of job-related tasks and expectations. An individual who has learned how to be successful within his or her job is better able to identify areas for improvement and make suggestions that could be viewed as innovative. By contrast, employees who are new to their positions may need time to learn job-related tasks and organizational culture, and to become accustomed to their surroundings. Once an employee is adjusted to a role, he or she is more able to exhibit innovativeness.

Educational attainment. Education level has also been associated with innovativeness (Tierney & Farmer, 2004; Rogers, 2003). This association is unsurprising given that education is often linked to knowledge, and knowledge and knowledge-sharing are associated with both innovation and individual innovativeness. Higher levels of educational attainment are associated with higher levels of innovativeness, suggesting that those who have completed more education are more likely to demonstrate innovativeness more often in work settings.

Self-efficacy. Beyond concrete achievements such as tenure and education level, individual internal factors such as motivation and self-efficacy have also been related to innovativeness (Dawson & Andriopoulos, 2014; Choi & Moon, 2013; Hammond et al., 2011). Self-efficacy is the belief in one's ability to be successful at a given task (Dawson & Andriopoulos, 2014). Both job-specific and creative self-efficacy have been associated with innovativeness. Individuals who believe they have the capacity to perform the duties of their

jobs, as well as those who believe they have the capacity for creativity, are more likely to demonstrate higher levels of innovativeness.

Motivation. Finally, motivation also plays a role in the innovativeness of an individual. Motivation is often divided into two categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation is being driven by internal rewards such as interest, enjoyment, and satisfaction (Amabile, 1997). External motivation occurs when a person's actions are driven by external rewards such as money, notoriety, job promotions, awards, or praise from others (Amabile, 1997). While both intrinsic and extrinsic motivation can contribute to increases in innovativeness (Carmeli & Straubroeck, 2007; Axtell et al., 2000), intrinsic motivation more significantly impacts innovativeness level (Hammond et al., 2011). This suggests that while an employer could attempt to increase motivation through external incentives, it is more important to hire employees who enjoy their work and are dedicated to their job tasks.

Measures of Innovativeness

Definitions and conceptualizations of innovativeness in the literature vary based upon the topic being examined and the purpose of the research. Accordingly, the instruments created to measure innovativeness also vary. Some assessments were developed specifically to measure group- and organization-level innovativeness. However, for the purposes of the current research study, only individual-level measures will be examined. This determination was made because this study's unit of analysis is the individual counselor educator. Researchers have taken three distinct approaches to measuring individual innovativeness: behavioral consumer innovativeness, domain-specific innovativeness, and global

innovativeness (Goldsmith & Foxall, 2003). This section defines each of these approaches to measuring individual innovativeness and provides examples of measurements in each category.

Behavioral Consumer Innovativeness

First, the behavioral consumer approach to measuring innovativeness defines innovativeness based on individuals' adoption of innovations (Goldsmith & Foxall, 2003). Focusing on a single factor within the individual, this definition holds that highly innovative people are those who are the first to purchase new products. Because this definition focuses only on the timing of adopting an innovation, ignoring other factors such as what types of innovations are adopted and to what degree, research within this area is limited to describing a single innovation decision. This limits the generalizability of any research findings. For example, if a counselor educator chooses to purchase an iPad for instructional use, their consumer innovativeness would be determined by the time period they purchased the iPad as compared to the length of time the iPad has been on the market and available for purchase. Such a study could not consider other innovations that the counselor educator did or did not adopt, nor the ways in which the iPad innovation was integrated into the counselor educator's instructional practices.

Scope and critiques of behavioral consumer approach. While this area of innovativeness research was initially developed based on Roger's (1962/2003) work on diffusion, which began in the 1960s, it has since evolved and been adapted by Foxall (1990) to focus on the various rewards that can be obtained by a consumer when he or she chooses to adopt an innovation at various stages of the innovation's product life cycle. The behavioral

consumer definition of innovativeness grew out of Roger's (2003) definition, and is criticized for being too simplistic, as it does not take into account the descriptive factors that may be associated with individual innovativeness; in addition, this approach to innovativeness has also been described as being too focused on the purchase of new materials to be representative of innovativeness in its purest form (Goldsmith & Foxall, 2003).

Measures of behavioral consumer innovativeness. Behavioral consumer innovativeness can be measured in two ways: the behavior of adopting an innovation versus not adopting an innovation, or the time of adoption in relation to the amount of time an innovation has been available (Goldsmith & Foxall, 2003). A simplistic method for examining innovativeness from a behavioral consumer perspective was introduced by Midgley and Dowling (1978). Within a research setting, participants are provided a list of innovations, and the number of innovations a participant has adopted translates into his or her degree of innovativeness. Measurements of behavioral consumer innovativeness have evolved over time to become more complex and descriptive. Below are the most commonly referenced scales for measuring behavioral consumer innovativeness within the literature.

Use Innovativeness Scale. The Use Innovativeness Scale (UIS), developed by Price and Ridgeway (1983), is commonly used to measure consumer behavioral innovativeness because of its multidimensionality. The UIS originally was used to examine use innovativeness surrounding the introduction of handheld calculators. The UIS is a 44-item, self-report instrument using Likert-scale responses. The UIS measures innovativeness across five dimensions: creativity, curiosity, risk preference, voluntary simplicity, and multiple use potential. During the original development of the UIS, evidence for strong reliability and

validity was reported (Price & Ridgeway, 1983). However, the strength of the instrument has been questioned over time (Girardi, Soutar & Ward, 2003). As a result, Girardi, Soutar, and Ward (2003) modified the UIS, creating a shorter nine-item measurement. The UIS in both its original and modified forms has been applied to the use of personal computers (Foxall & Bhate, 1999), kitchen appliances (Ram & Jung, 1989), and fashion clothing (Choo et al., 2014).

Cognitive Sensory Innovativeness Scale. Venkatraman and Price (1990) posited that consumer innovativeness has two components, the cognitive and the sensory. Based on this definition, the authors developed the Cognitive Sensory Innovativeness Scale (CSIS). The scale contains 16 items, with self-report Likert-scale responses, and has two subscales measuring cognitive innovativeness and sensory innovativeness, respectively (Venkatraman & Price, 1990). The CSIS has been applied to different fields, including fashion (Eun Park, Yu, & Zhou, 2010) and information technology (Hirunyawipada & Paswan, 2006).

Domain-specific Innovativeness

The category of domain-specific innovativeness is premised on the assumption that an individual who is innovative with respect to one innovation or set of circumstances may not necessarily be so with all innovations or in all circumstances that he or she encounters. In the domain-specific approach to innovativeness, individuals are believed to be "more or less innovative within specific product categories" (Goldsmith & Foxall, 2003, p. 325). This definition is popular within consumer and marketing-related research, as it suggests that individuals can have differing levels of innovativeness depending upon the individual's area of expertise and where the particular innovation falls within that area (Goldsmith & Foxall,

2003). For example, a counselor educator may demonstrate high levels of innovativeness in counseling practice, but low levels of innovativeness in regards to administrative tasks.

Scope and critiques of domain-specific innovativeness. Scholars have suggested that connections may exist between interest in a given domain and the manifestation of domain-specific innovativeness in that domain; however, this connection has yet to be empirically tested (Goldsmith & Foxall, 2003). Indeed, the domain-specific classification of innovativeness is relatively new and has received less attention within the literature than behavioral innovativeness. Work on domain-specific innovativeness thus far has investigated consumer purchasing (Goldsmith & Goldsmith, 1996), marketing (Goldsmith, 2000a), information technology (Goldsmith, 2000b), and mobile technology (Jasrai, 2014; Pagani, 2007). While some research has demonstrated a connection between domain-specific innovativeness and the third type of innovativeness, global innovativeness (Goldsmith, Freiden, & Eastman, 1995), which is described below, this finding is not consistent across research studies (Foxall & Szmigin, 1999).

Measures of domain-specific innovativeness. When measuring domain-specific innovativeness, researchers are limited to examining a specific innovation or category of innovations within a specific domain (Goldsmith & Foxall, 2003). Thus, findings have limited generalizability to other innovations beyond the one under examination. Scholars have suggested that, to address the challenge of adapting quantitative measurements to specific domain areas and innovations, domain-specific innovativeness can be measured through an informal qualitative exchange (Goldsmith & Foxall, 2003). However, the

literature does include a single quantitative instrument for measuring domain-specific innovativeness, the Domain-Specific Innovativeness Scale (DSI).

Domain-Specific Innovativeness Scale. This scale, developed by Goldsmith and Hofacker (1991), is a brief, six-question self-report instrument. Likert-scale responses are used, and the scale is divided into two subscales: one for positively worded items, and one for negatively worded items. Although this scale was originally developed to measure domain-specific innovativeness in regard to consumer behavior, it can also be adapted to examine non-consumer areas (Flynn & Goldsmith, 1993; Goldsmith & Flynn, 1995). The psychometric properties of the scale have been well established, and there is strong evidence for both reliability and validity achieved through internal consistency, convergent validity, discriminant validity, and predictive validity (Goldsmith, 2000a; Goldsmith, 2000b; Flynn & Goldsmith, 1993; Goldsmith, d'Hauteville, & Flynn, 1998).

Global Innovativeness

The third approach to measuring individual innovativeness is to focus on global innovativeness, also referred to as innate innovativeness (Im, Bayus, & Mason, 2003). In this approach, innovativeness is conceptualized as a personality trait that can be expressed through patterns of behavior or cognitions. Goldsmith and Foxall (2003) described global innovativeness as encompassing "reactions to the new and different" (p. 324). Within the field of psychology, innovativeness has been widely accepted as a personality trait, with researchers exploring which characteristics are common among highly innovative individuals (Kirton, 1976). The global innovativeness approach allows for innovativeness to be studied in a way that does not tie the researcher to a specific innovation, and allows connections to be

made that can generalized more broadly. This approach to measuring innovativeness aligns with Rogers' (2003) statement that innovativeness is a human trait that is normally distributed.

Use of global innovativeness in current study. For the purposes of the current research study, the researcher will conceptualize innovativeness using the global trait perspective, which fits with the intention to measure innovativeness as it relates to an individual's cognitions and behaviors, not specific to a particular product or idea. This classification was developed from Roger's (1962/2003) diffusion of innovation theory (DOI); therefore, this theory will act as the theoretical foundation for the current research study.

Measures of global innovativeness. Measures of global innovativeness are diverse in terms of their underlying definition of innovativeness, yet they all measure innovativeness as a personality trait. Some innovativeness scales are stand-alone scales devoted only to the measure of innovativeness (e.g. Individual Innovativeness Scale, Kirton Adaptation-Innovation Inventory), while other measurements examine a range of traits, with a subscale devoted to innovativeness (e.g. Jackson Personality Inventory).

Individual Innovativeness Scale. Hurt, Joseph, and Cook (1977) created the Innovativeness Scale (IS) to measure innovativeness in adults. Hurt et al. (1977) defined innovativeness as "willingness to change" and "willingness to try new things" (p. 62). The scale was developed in response to Rogers's (2003) concept of innovativeness outlined within DOI. The IS is a 20-item self-report instrument using a 5-point Likert scale response. The IS provides a final numeric score, which is translated into one of five categories of innovativeness based on Rogers' (2003) adopter categories: innovators, early adopters, early

majority, late majority, and laggards. The IS has demonstrated strong reliability and validity, and is considered a strong instrument to measure innovativeness (Pallister & Foxall, 1998; Goldsmith, 1992). In addition, it has been applied across disciplines and populations (Hong, Hwang, Ting, Tai, & Lee, 2013; Clement-O'Brien et al., 2011; Simson, 2000). The IS was selected as the most appropriate measure of innovativeness for the current research study because of its strong psychometric properties, as well as its alignment with the global innovativeness approach to innovativeness.

Kirton Adaption-Innovation Inventory. Kirton (1989) developed a self-report scale called the Kirton Adaption-Innovation Inventory (KAI) to measure the trait of innovativeness as it relates to the creativity level of an individual's problem-solving. *Adaptors* are classified as individuals who use their existing knowledge and frameworks to solve problems. In contrast, *innovators* restructure frameworks to create more original and disruptive solutions. The KAI is a 32-item scale with both positively and negatively phrased items requiring a Likert-scale response. The psychometric properties of the KAI have been well established (Goldsmith & Foxall, 2003; Goldsmith, 1986; Menold, Jablokow, Purzer, Ferguson, & Ohland, 2014). The KAI has been used to examine the innovativeness of undergraduate students (Passig & Cohen, 2014; Ee, Seng, & Kwang, 2007), government officials (Monavvarrian, 2002), and entrepreneurs (Marcati, Guido, & Peluso, 2008).

Jackson Personality Inventory. The Jackson Personality Inventory (JPI) was developed by Jackson in 1976, and has been revised over the past four decades for continued use in measuring a range of traits. The JPI contains an innovation subscale to measure the global personality trait of innovativeness. An innovator is described as "a creative and

inventive individual, capable of originality of thought; motivated to develop novel solutions to problems; values new ideas; likes to improvise" (Jackson, 1976, p. 10). The innovation subscale contains 20 self-report items requiring a true or false response. The psychometric properties of the JPI have been well documented (Menold, et al., 2014; Doster, Wilcox, Lambert, Rubino-Watkins, & Goven, 2000), and the instrument continues to be a popular assessment for personality traits. It is licensed and available for purchase through SIGMA assessments.

Innovativeness as a variable has been extensively researched in a variety of ways. There are numerous measures of innovativeness that pertain to different ways innovativeness is applied. In the current research study, global innovativeness is the most appropriate approach to exploring innovativeness in counselor education. Therefore, the IS (Hurt et al., 1977) has been selected as it is the most psychometrically sound and broad enough to be applicable to counselor education.

Innovativeness in Higher Education

The construct of innovativeness has been applied in the field of higher education, particularly in considerations of whether or how university faculty's behaviors and attributes are innovative. Overall, research has found that this trait is normally distributed among university faculty (Zayim et al., 2006; Sahin & Thompson, 2007; Forrer et al., 2014). Research also has outlined specific factors that can impact faculty innovativeness, finding that it is encouraged by external support in the form of social systems and institutional support, and by internal reinforcement in the form of personal characteristics. The role of *social systems*, in the form of faculty learning communities, was explored within the

literature, identifying the essential role that collaboration plays within innovativeness in a higher education setting (Stock-Kupperman, 2014; Sahin & Thompson, 2007). Within these collaborations, communication channels were found to be important factors influencing innovativeness (Sahin & Thompson, 2007). Beyond the emphasis on working collaboratively, *institutional support* and resources were also emphasized as important factors that enhance innovativeness. Specifically, university resources in the form of professional development, training, availability and access to various technologies, and institutional policy were highlighted (Forrer et al., 2014; Sahin & Thompson, 2007). Finally, innovativeness is supported by personal characteristics; research has examined how specific characteristics like age and professional rank influence degree of faculty innovativeness within higher education institutions. Professional rank was found to not be a significant factor impacting faculty innovativeness (Waugh, 2004); however, studies of age found that younger faculty members were more likely to display higher levels of innovativeness than faculty who were older (Waugh, 2004). This contrasts with Rogers's (2003) research that suggested that degree of innovativeness is not related to age.

Overall, research on innovativeness within the higher education setting, particularly examinations of faculty innovativeness, suggest that the construct of innovativeness is appropriate and can be applied successfully within this setting. Notably, contradictions within the higher education innovativeness literature reflect similar contradictions found in other disciplines related to innovativeness, suggesting commonalities with other fields. Therefore, it can be concluded that the literature supports the application of innovativeness to examine the professional roles of higher education faculty members.

Innovativeness in Counselor Education

No literature was found that applies innovativeness to counseling or counselor education. This gap in the literature is not surprising given the limited number of publications connecting innovativeness theories to counseling and counselor education. However, despite the lack of literature applying this concept directly to counselors or counselor educators, outside literature has made connections that would suggest this is an appropriate next step for researchers. First, innovativeness has been applied to examine diffusion of technology via faculty in higher education settings (Tabata & Johnsrud, 2008; Ball et al., 2014; Gonzalez, Aebersold, & Fenske, 2014; Porter et al., 2016). In addition, individual innovativeness has been applied to faculty within the field of education (Stock-Kupperman, 2014; Zayim et al., 2006; Sahin & Thompson, 2007; Forrer et al., 2014). Therefore, the application of innovativeness to related fields in higher education , and to individuals with comparable educational experiences, suggests that it would be a reasonable next step to apply innovativeness to the counseling and counselor education field.

While no research was located specifically connecting counselor educators to the construct of innovativeness, it would be a logical next step to introduce innovativeness into the counseling field. Currently, the term *innovative* is being used informally as an adjective to describe various actions, products, or initiatives within counselor education. For example, the term *innovative* within the literature has been used to describe counseling strategies (Vereen, et al., 2013; Hodges, 2011), counseling models (Klein, & Gee, 2006), teaching strategies (Smith, 2009), and research designs (McDougall & Smith, 2006). The term *innovative* is used more as a descriptor than as a trait to be empirically studied.

Counseling Organizations and Innovativeness

A variety of professional counseling organizations also use the term *innovation* or *innovate* within official written documents. For example, the American Counseling Association (ACA) (2014) Code of Ethics uses the term to describe "techniques, procedures, and modalities" both with regard to counselor educators and professional responsibility (standards C.7.b & F.7.h). This suggests that innovation is perceived as a positive trait, and that it is a goal of counselors who are both effective and ethical in their practice. The Council for Accreditation and Related Educational Programs (CACREP), the primary counselor education training program accreditation organization, uses the term *innovativeness* in the 2016 Standards, stating, "Program innovation is encouraged in meeting both the intent and spirit of the 2016 CACREP Standards" (p. 2). Therefore, the use of innovation is also a goal when developing a counselor education program that aligns with professional training standards. In addition, the National Board for Certified Professional Counselors (NBCC), a national certification organization for counselors, describes their peer-reviewed journal as publishing articles devoted to "innovations in counseling" (NBCC, 2016). This suggests that counseling innovations should be shared through publication.

The widespread use of this term to describe a range of actions, behaviors, and products could suggest interest in, and valuing of, the trait of innovativeness. While the majority of research, teaching, and empirically supported interventions are developed by counselor educators, it would be a logical step to examine innovativeness first within counselor educators. In addition, counselor educators are responsible for training practitioners, and have a wider impact on the profession as a whole. Therefore, to fill this

new area of research, counselor educators are the most appropriate application of innovativeness during its initial introduction into counseling literature.

Roles of Counselor Educators

While no research has been devoted to the innovativeness of counselor educators, a significant amount of scholarly writing and research has been devoted to exploring the professional roles of counselor educators. The majority of this literature pertains to the development of counselor educators in the pursuit of tenure, and is not representative of all levels of counselor educators' experiences. However, in this literature on promotion and tenure, the expectations and professional roles of counselor educators have been clearly described. Faculty members within higher education institutions are generally evaluated based upon scholarship, teaching, and service (Lucas & Murry, 2011). Across institutions and programs, the values and priorities surrounding these three main roles may differ, but the requirement for productivity in all three areas is consistent across institutions (Lucas & Murry, 2011). While the professional roles of counselor educators fall within the three standard categories found across disciplines, scholarship, teaching, and service, clinical supervision and clinical practice are counseling-specific tasks that are often incorporated within the categories of teaching and service, respectively (Sanggajanavanich & Balkin 2013). See Table 1, which outlines potential counselor educator professional roles by area according to the literature (e.g., Sanggajanavanich & Balkin 2013; Calley & Hawley, 2007; Carlson et al., 2008).

Table 1. Professional Role Categories and Corresponding Tasks for Counselor Educators

Scholarship	Teaching	Service
Research Publications Conference Grant Writing	Teaching Courses Supervision	Leadership Roles Clinical Practice

Scholarship. Within the literature that addresses the professional roles of counselor educators, scholarship received the most attention. This is not surprising, as it aligns with the priorities of many universities and of the counseling profession; both place a high value on scholarly contributions, especially in the form of publications (Mayrath, 2008; Stewart, Roberts, & Roy, 2007; Wagner, Lail Viglietta, & Burns, 2007). Publishing in peer-reviewed counseling journals has been identified as a way to demonstrate scholarship achievement and competence (Mayrath, 2008; Lambie, Ascher, Sivo, & Hayes, 2014). Research, as a form of scholarly publication, is emphasized as it is deemed as contributing to the advancement and enhancement of the counseling profession (Lambie, Sias et al., 2008). This is reflected within the ACA Code of Ethics (2014), which devotes an entire section to research and publication, encouraging counselors and counselor educators to conduct, participate in, and evaluate research and scholarly publications. While innovativeness was not explicitly stated as being a part of research and scholarly writing, it can be assumed that innovative research techniques, writing on new and upcoming issues, or using innovativeness to craft a manuscript could be a valuable part of scholarship practices.

Grant writing. Grant-writing has been less emphasized within the literature, which could be reflective of university and departmental expectations that place a higher priority on research and publication (Lambie, Ascher et al., 2014). Nevertheless, grant writing is widely viewed as a necessary task to fund counselor educators' research projects and other administrative needs (Villalba & Young, 2012). The new trend in seeking external grant funding beyond the institution was also described within both university settings as well as counselor education programs (Villalba & Young, 2014). While innovativeness was not connected directly to grant writing, it was expressed that narratives within grant applications must be engaging yet informative. Therefore, innovativeness could impact a counselor educator's ability to craft a grant application that would persuade readers to fund their upcoming research projects.

Conference presentations. Conference presentations have also received limited examination in the literature. Specifically, a research study surveying CACREP-accredited counselor education programs found that a high percentage of counselor educators both presented presentations at professional conferences and were active members of professional associations (Calley & Hawley, 2008). Scholars have argued that there is strong relationship between conference attendance and innovation (Da Silva & Davis, 2011). Research examining higher education faculty innovation identified that networking both within and beyond professional conferences is a significant predictor of increased productivity and innovation in research and publications (Teodorescu, 2000; Christensen & Jansen 1992).

Teaching. Teaching has been well represented within the literature. Teaching is an important role for counselor educators, and is valued by counseling programs, as it is often a

skill requirement used to evaluate and select candidates when hiring new counselor educators (Orr, Hall, Hulse-Killackey, 2008). Literature has been used to introduce teaching innovations from outside fields into counselor education such as a higher education evidence-based teaching model (Marlott et al., 2014), flipped classroom teaching strategies (Moran & Milsom, 2015), and collaborative teaching teams (Orr et al., 2008). A recent content analysis spanning 10 years of ACA journal publications identified 230 articles devoted to teaching in counselor education (Barrio Minton, Watcher Morris, & Yaites, 2014). Specifically, the most common type of article featured specific teaching interventions, often described as being innovative, with a smaller number of articles devoted to general teaching practice and pedagogy (Barrio et al., 2014). Many of the articles identified within this content analysis used the term *innovative* to describe teaching interventions. So while the specific construct of innovativeness has not be empirically introduced within counselor education pedagogy and instructional practice, the widespread use of the term suggests that being innovative is a positive and desirable attribute for teaching.

Also under the heading of teaching activities is supervision. This professional role of counselor educators is often described as a form of pedagogy in counseling (Shulman 2005). This categorization is reflected in the ACA (2014) Code of Ethics, which devotes a section to the combined activities of supervision, training, and teaching (Section F). Supervision responsibilities for counselor educators can take on my forms, such as group supervision within a classroom environment, or individual or triadic supervision for specific students (Moody, Kostohryz, & Vereen, 2014). While supervision may not be a requirement of all counselor educators within the field, it is a common component of teaching and receives a

significant amount of examination within the counseling literature (Borders, 2006). Within the counselor education literature, the term *innovative* has been applied to using role play within supervision by counselor educators, as well as to describe a way to address critical incidents that occur within the supervision experience (e.g., Smith, 2009; Howard, Inman, Arpana, & Altman, 2006). While innovativeness has not been empirically applied to counselor education supervision practice, it could impact supervision strategies, methods used to enhance developmental experience of supervisees, and management of caseload and supervisory administrative responsibilities.

Service. Service, also often described as leadership, received the least attention within the professional literature. Service can be practiced within the university, profession, and local community settings. Specific leadership or service activities can include participation in university-based initiatives, holding leadership roles within professional counseling associations, serving on committees or task forces, or acting as a board member for a community organization (Paradise et al., 2010). Service is often considered the least valued professional role by universities and counseling departments, which could explain this minimal coverage in the literature (Boyer, 1990). A recent study surveying counselor education programs found that counselor educators across training programs in the United States display very low participation in leadership and advocacy (Calley & Hawley, 2008). Some scholars have called for research to be conducted on the leadership and service activities of counselor educators, but this call has yet to be answered (Paradise et al., 2010). While innovativeness was not directly associated with service or leadership, this trait could

be beneficial to service activities, enabling individuals to create change within organizations and encourage more creative approaches to handling problems or executing tasks.

Finally, the counselor educator's professional role of service also encompasses clinical practice. As counselor educators are tasked with educating and training students to provide counseling services, it is important that counselor educators are connected to clinical counseling practice. While counselor educator duties are sometimes removed from practitioner-related experiences, research suggests that some counselor educators address this concern through participating in clinical work (Schweiger, Henderson, McCaskill, Clawson & Collins, 2012; Ray, Jayne, & Miller, 2014). A recent survey of counselor educators indicated that over 65 percent reported having engaged in counseling with a client within the previous calendar year (Ray et al., 2014). The average number of hours conducting counseling practice was seven hours. This suggests that some counselor educators currently use clinical work as a way to satisfy their service requirement. Counselor educators reported that they found creative ways to incorporate counseling practice into their schedules. While counseling practice itself can be innovative, counselor educators could also be innovative in identifying or creating opportunities to conduct counseling while still satisfying their other professional roles. However, this is only one potential option for satisfying the service requirement, not a uniform expectation across universities or programs. It is possible that universities may view clinical work as a distraction from other professional responsibilities such as scholarship and teaching.

Supporting Counselor Educators' Success

Research has also been conducted in order to identify ways to support counselor educators' success within their professional roles. First, mentoring has been identified as an element of successful scholarship, teaching, and service. Junior counselor educators have been found to benefit from seeking out formal and informal mentoring relationships (Borders et al., 2011; Briggs & Pehrsson, 2008; de Janasz & Sullivan, 2004; Lucas & Murry, 2002). Also, collaboration with others regarding professional requirements has been encouraged as a way to increase productivity when meeting professional role requirements of counselor education (Lambie, Sias, et al., 2008; Sangganjanavanich & Balkin, 2013). While innovation or being innovative was not specifically examined, Sangganjanavanich and Balkin (2013) addressed the concept of innovation by stating, "The contemporary professorate requires faculty to present innovations through research, grants, and publications; demonstrate leadership skills through professional services; develop and deliver effective instruction; and master technology skills" (p. 70). Therefore, while innovation is not outlined explicitly in the literature on counselor educators, the literature does indicate that innovativeness is a desired goal or outcome of counselor educators.

Theories Related to Innovativeness

Diffusion of Innovation Theory

Diffusion of Innovation theory (DOI) was first developed by sociologist Everett Rogers, who built upon the work of other academics to describe the diffusion of hybrid seed corn in Iowa. The first edition of his book, *Diffusion of Innovations*, was released in 1962 and is now in its fifth edition. DOI is interdisciplinary in nature, and Rogers argued that

diffusion is “a general process, not bound by the type of innovation studied, by who the adopters were, or by place or culture” (Rogers, 2004; p. 16). This is an apt description, as DOI is now commonly used to examine the diffusion of the Internet and modern technological innovations, and has been utilized by scholars across dozens of areas of study (Rogers, 2003).

Rogers was not the first researcher to explore the diffusion process, and he recognized previous theorists, as well as researchers, who provided the foundation for DOI (2003). The earliest documented theory describing what is now termed diffusion of innovation was conducted by Gabriel Tarde in 1903. In his work, *The Laws of Imitation*, Tarde (1903) outlined concepts that would later appear in Rogers’s (1963) work, including rate of adoption, the role of opinion leaders in the diffusion process, and social systems. Beyond this early theorist, Rogers also built upon the research foundation created by his predecessors and advisors at Iowa State University. For example, Ryan and Gross (1943) were the first to empirically examine Iowan farmers’ adoption of hybrid corn seed. This was the beginning of DOI research as it is known today. The main contributions of the work of Ryan and Gross (1943) include the categorization of farmers into categories: early majority, late majority, and laggards (Rogers, 2004). In addition, contributions were made regarding the rate of adoption over time, creating the S-shaped curve still referenced in diffusion literature. Next, Beal and Bohlen (1955) continued the work of diffusion research at Iowa State University by establishing the five stages of adoption decisions, the two communication channels, and the five adopter categories. Rogers worked under Beal during his graduate studies at Iowa State University, and as a result, all the previous research conducted by Ryan and Gross (1943)

and Beal and Bohlen (1955) influenced Rogers' research. Overall, Everett Rogers was not the first to discuss or consider factors of diffusion of innovations. DOI, as it is known today, was built on a strong theories outlined by previous academics and incorporated a wealth of previous research. While Rogers deserves the credit for outlining the specific factors that contribute to DOI, his work advanced a wealth of information discovered by others who preceded him within the research area.

Four components of DOI. DOI describes how ideas or innovations spread across a population or group of people, usually referred to as a network. Rogers defined diffusion as "the process in which an innovation is communicated through certain channels over time among the members of a social system" (2003, p. 11). Rogers outlines these four main elements that impact the diffusion of an innovation: (a) the innovation itself, (b) the communication channels, (c) time, and (d) a social system.

The innovation. Rogers defined an innovation as "an idea, practice, or object that is perceived as new by an individual or other unit of adoption" (2003; p. 475). Specific technologies, such as mobile applications, social media platforms, or course management software programs, are considered types of innovations that diffuse across systems. Characteristics of an innovation play a major role in the rate of adoption. Rogers found that perceived attributes of innovation accounted for 49 to 87 percent of variance in adoption rates (2003). Innovations have five key attributes: relative advantage, compatibility, complexity, trialability, and observability. Research has determined that each of these five elements play a vital role in explaining the rate of adoption, while relative advantage and compatibility have been found to be the most important elements (Rogers, 2003).

Communication channels. Communication channels, the second element of DOI, are defined as "the means by which messages get from one individual to another" (Rogers, 2003; p. 18). Three important communication channels are mass media, interpersonal communication, and interactive communication. Mass media is considered the fastest and most effective manner for communicating knowledge of an innovation. Interpersonal communication channels are valuable for influencing an individual's decision to adopt or reject an innovation. A third type of communication channel, interactive communication, was added to this model to describe interaction between individuals via the Internet (Rogers, 2003). One factor that influences communication channels is the degree of similarity between individuals, known as homophily, and degree of difference between individuals, known as heterophily. While some degree of heterophily is required for innovations to diffuse, a strong degree of homophily facilitates a more rapid rate of diffusion.

Time. The third element of the diffusion process is time. Rogers (2003) believed that the element of time was ignored in other diffusion research. Time influences individuals' adoption decisions, rates of adoption, and adoption categorizations. For example, the diffusion of online counseling courses would have occurred at a much slower rate in the 1990s as compared to the 2000s because of the growth in technological advancements within the 200s. The innovation decision process is described in terms of five chronological steps: (a) knowledge, (b) persuasion, (c) decision, (d) implementation, and (e) confirmation. Another temporal consideration in the study of innovation is individuals' degree of innovativeness. Rogers categorized types of individuals by the role they play in the diffusion process, termed adopter categories. These adopter categories, described below, are innovator,

early adopter, early majority, late majority, and laggards. The rate of adoption was defined as "relative speed with which a innovation is adopted by members of a social system" (Rogers, 2003; p. 23). An s-shaped curve has been found to represent the rate of adoption when plotting number of individuals adopting an innovation over time.

Social systems. Social systems, the fourth and final element of diffusion, are defined as "a set of interrelated units engaged in joint problem solving to accomplish a common goal" (Rogers, 2003; p. 23). Diffusion takes place within social systems, and therefore the rate of diffusion and adoption is influenced by the structure of the system. Social norms, defined as the "established behavior patterns for the members of a social system," impact the decision to adopt or reject an innovation (Rogers, 2003; p. 37).

Innovativeness in DOI theory. Rogers (2003) defined innovativeness as "The degree to which an individual or other unit of adoption is relatively earlier in adoption new ideas than other members of a social system" (p. 280). Rogers (2003) specifies that innovativeness refers to an "overt behavioral change" (p. 268) as opposed to individual changes in cognition or attitudes. This distinction is relevant as behavior change is the ultimate goal of the diffusion process. Innovativeness can be applied to describe a behavior change at the individual as well as the group or organizational level. DOI was originally developed to explore the voluntary decisions of a group of potential adopters within a specified social network; therefore, adopter categories emerged and can be easily applied to voluntary adoption decisions.

Innovativeness was also classified as being a relative dimension, meaning, "an individual has more or less of this variable than others in a system" (Rogers, 2003, p. 280).

Roger's (2003) compared the categorization of innovativeness to the categorization of social status. Both constructs are continuous, and do not have definite beginnings and endings, yet creating categories allows the construct to be measured more easily by researchers.

Adopter Categories. Before Rogers outlined five adopter categories, other diffusion researchers began to apply titles to categorize those individuals with both high and low levels of innovativeness. These titles included terms such as: progressists, experimentals, lighthouses, drones, parochials, and diehards. Rogers noted this lack of consistency within the literature, and created adopter categories to create standardization across research studies (Rogers, 2003).

When using time as a measurement, innovativeness, and thus adopter categories, can be classified using a diffusion curve. Roger's found the adoption of an innovation to follow a normal, bell-shaped distribution when measured over time and classified by frequency of individual adopters. Rogers (2003) created the adoption lifecycle (see Appendix A), which depicts the frequency of adoption over time, and specifically outlines how adopter categories align with standard deviations, and the mean of a normal distribution. The categories of adopters are not symmetrical, as three categories fall above the mean (Innovators, Early Adopters, and Early Majority) while two only two categories are found below the mean (Late Majority and Laggards). The percentage of adopters is classified by standard deviations on the normal distribution curve.

Alternatively, when the number of adopters is graphed cumulatively, the S-shaped adoption curve also was found and can be divided based on adopter category on the basis of innovativeness. The adopter categories are used to classify individuals based on where

individuals fall during the time of adoption. Once 100 percent of a social system adopts an innovation, the S-shaped curve morphs into the normal distribution. Rogers (2003) found the S-shaped curve to be appropriate for representing rate of adoption, and subsequently adopter categories, because a variety of human traits are also normally distributed (See Appendix B). Therefore, Rogers (2003) posited that innovativeness would also be normally distributed. A limitation of this representation is that the S-shaped curve is only accurate in cases of successful adoption, and therefore when an innovation does not spread to the majority of a social system, the S-shaped curve will not emerge.

The adopter categories were described by Rogers (2003) as ideal types because the formation of these categories was based on observations to allow for comparisons across groups for research purposes. He cautions that the adopter categories are an average of observations based on "abstractions from empirical investigations" (Rogers, 2003, p. 282). While exceptions can be found where an individual does not align consistently with the descriptions of their adopter category, this inconsistency can be true for most categories derived from human behavior. The following are the adopter categories from highest to lowest level of innovativeness: (a) Innovators, (b) Early Adopters, (c) Early Majority, (d) Late Majority, and (e) Laggards.

Innovators. Rogers (2003) used the word "venturesome" to characterize those individuals belonging within the innovator category. Innovators are known for being interested in new ideas and ways of doing things, and are sometimes viewed by others as rash, daring, and risk-takers. Often, innovators are friends with other innovators and maintain contact with one another, even despite geographical distance. Because innovators make up

only 2.5 percent of the population, they are the most rare adopter category. Innovators are valuable because they interact with others beyond their local social system, and they bring back new ideas from the outside sphere to be introduced into the local social system. While innovators are not always highly respected, they play a valuable role in continuously introducing new innovations. Rogers found that innovators tend to have access to substantial financial resources to fund their innovations, which also allows innovators to absorb costs of failed innovations. Innovators also have the ability to cope with a high degree of uncertainty and are not easily frustrated or defeated when an idea is unsuccessful.

Early adopters. According to Rogers (2003), individuals belonging to the early adopter category are often respected by their peers within their social system, and act as role models for the use of innovations. Early adopters are well-integrated into their social systems, and other members of the community look to them for advice and guidance about newly introduced innovations. According to Rogers (2003), most people in the early adopter category have the quality of *opinion leadership,* defined as "the degree to which an individual is able to influence other individuals' attitudes or overt behavior informally in a desired way with relative frequency" (p. 27). Because of their well-respected position, early adopters tend to be cautious when adopting new ideas, and they make careful adoption decisions, as they do not want to mislead their peers or make an unpopular choice. Early adopters are able to speed up the diffusion process because of the respect they have from their peers. By choosing to adopt an innovation, early adopters decrease the uncertainty of the innovation within their peer networks and advise others to use it as well.

Early majority. Those individuals classified as being within the early majority are seen as being deliberate in their adoption decisions, taking a significant amount of time to evaluate an innovation before choosing to accept or reject it. The early majority makes up one of the largest categories, with about one-third of the population belonging to this category. Those in the early majority are social and interact often with their peers, but rarely hold positions of authority and are not seen as opinion leaders. The early majority is valuable as they help connect their social systems by sharing experiences of early adopters and their own experiences with those who are slower to adopt innovations.

Late majority. The individuals within the late majority category are seen as skeptical and cautious of new innovations (Rogers, 2003). While they also make up one-third of the population, the late majority adopt new innovations because it is economically necessary or because their peers within their social networks have pressured them to do so. The innovation must be within the norms and values of the social system for the late majority to choose to adopt it, and because of the late majority's limited financial resources, they do not want to adopt a new innovation until they are convinced by others that it is worthwhile and advantageous to use.

Laggards. Laggards are described as being traditional in nature, and make decisions based on what was done in the past (Rogers, 2003). Individuals who are classified as laggards tend to be isolated within their social networks and interact mostly with those who share their traditional values. They are suspicious of innovators and those who encourage change. The time it takes to choose to adopt an innovation is very lengthy for laggards, and

because their resources are limited, they must be reassured that an innovation will not fail before choosing to use their resources to change their behavior.

Application of diffusion of innovation theory across disciplines. DOI is utilized across disciplines and has been extensively tested, suggesting testability and generalizability are strengths of the theory. When the most recent (fifth) edition of *Diffusion of Innovations* was released in 2003, it identified over 5,000 research studies as utilizing DOI (Rogers, 2004). The quantity of publications testing DOI support the testability of this theory, as thousands of researchers have been able to create hypotheses and conduct research studies using aspects of DOI. An additional strength of DOI is Rogers's use of research to update DOI over time. Rogers continued to amend the theory adding any information that was missing in the initial edition, including topics such as critical mass, networks, and re-invention (2004).

DOI can be described as an interdisciplinary theory, as it has been used by researchers across numerous disciplines. Rogers claimed diffusion was a general process, and therefore aimed to create a theory that could be applied in a more universal manner (Rogers, 2004). DOI has been commonly utilized in many disciplines, including sociology, public health, communication, marketing, geography, behavioral science, education, nursing, pharmacy, and management (Rogers, 2003 & Rogers, 2004). Both the volume of publications, and the interdisciplinary use, supports the claim that DOI is a generalizable theory.

Application of diffusion of innovation in higher education. DOI has received significant attention within the setting of higher education, especially for describing the

adoption of various innovations in the form of instructional technologies (Tabata & Johnsrud, 2008). While technology is only a single example of an innovation, it is the focus of the majority of the literature examining diffusion of innovation within a higher education setting. Specifically, examination of student use and adoption of various technological innovations for instructional purposes such as clickers (Laxman, 2011), e-textbooks (Ngafeeson & Sun, 2015), iPads (Mang, & Wardley, 2012), and virtual reality simulations (Fagan, Kilmon, & Pandey, 2012) is common, and research within this area continues to grow. Also, student perceptions and decision-making regarding instructional technologies in a more general form is also common (Sahin, 2012). Therefore, DOI has been widely used in regard to student experiences with instructional technology within higher education settings.

Diffusion of innovation theory and faculty members. The application of DOI to higher education faculty also receives substantial attention within the literature. Similarly to research examining students in higher education, the majority of the literature highlights innovations specific to teaching and instruction, with a heavier emphasis on a specific technology. The introduction, diffusion, adoption, and use of online learning has been examined across a range of disciplines and institutional settings (Gonzalez et al., 2014; Ball, Olgetree, Asunda, Miller, & Jurkowski, 2014; Porter, Graham, Bodily, & Sandberg, 2016), suggesting that DOI is a beneficial framework to explain, explore, and predict the adoption of instructional technologies. Findings from this research also identified that both communication channels, as well as characteristics of the innovation, play a significant role in the successful integration of these instructional innovations (Ball et al., 2014). Therefore, significant attention has been given to the diffusion, adoption, use, and implementation of

various technological innovations to aid in teaching and instructional efforts by faculty members. This could be related to the increasing popularity of online and blended learning instruction, as universities continue to offer a range of courses online, and entire training programs through the use of online course management technology.

While diffusion of innovation has been used to highlight instructional responsibilities of faculty, an area that receives significantly less attention are faculty scholarship and service. As previously discussed, scholarship, and particularly research, is heavily emphasized by university administration, and often is viewed as a top priority of faculty members. Also, service, whether within the specific profession, university, or larger community, is also an essential element of faculty responsibilities. Only one article was located pertaining to diffusion of innovation and the faculty responsibilities beyond teaching. It explored the creation of community collaborations between faculty and community members for the purposes of engaging in community-based scholarship (Jordan et al., 2012). This gap within the literature outlines a need for continued exploration of the research and service roles of higher education faculty members.

As evidenced by the gap within the literature, DOI needs to be applied to faculty roles beyond teaching and instruction. In addition, there is also need to use DOI to explore diffusion that is not only technology-based. An innovation could be in the form of a policy, practice, process, or idea that can diffuse within the university network. Most diffusion research conducted within the higher education setting examined the characteristics of the innovation, and the adoption decision process. Therefore, further exploration is needed to

apply and examine other aspects of DOI within the higher education setting such as communication channels, social systems, and time.

Application of diffusion of innovation theory in counselor education. DOI has only recently been applied to counseling. Within the counselor education field, numerous conceptual articles have been published using DOI to structure implications for both practitioners and researchers, such as conceptualizing the research practice gap (Murray, 2009) and outlining strategies to diffuse the incorporation of social justice into counselor education training programs (Ratts & Wood, 2011). Only two research studies have been identified using DOI to explore counseling-related phenomena: the adoption of brief counseling by school counselors (Littrell & Carlon, 2009), and the exploration of school counselors' knowledge-sharing practices (Shipp, 2010). While DOI has been shown to be applicable and useful within the counseling literature, there is still a need to empirically examine DOI in relation to counselor education.

Additional Theories Related to Innovativeness

Beyond diffusion of innovation theory, there are a few theories that attempt to describe and explain the innovation process in a generalized way that could be applied across disciplines. Most of these theories are only tangentially related to innovation (Moldaschl, 2010). For example, Joseph Schumpeter, an Austrian economist and political scientist, discussed aspects of innovation within his larger work *Theory of Economic Development* (1912). While business literature credits Schumpeter with the creation of an innovation theory, his work focused is on postwar industrial research and development to promote economic growth. Research and development is closely related to innovation; however, it is

limited to focusing on business-related innovation and particularly product creation. Overall critics state that while Schumpeter's work is beneficial in examining aspects of innovation, it is not an innovation theory (Moldaschl, 2010).

Another theory that can describe innovation across disciplines was developed by Greg Yezersky. An engineer who began his career by examining problem-solving within engineering settings, Yezersky recently proposed the generalized theory of innovation (2007). While this theory attempts to be interdisciplinary, similar to Rogers's (2003) diffusion of innovation theory, it has yet to be tested by researchers or adopted as a validated theoretical framework to examine innovation. General theory of innovation is rooted in business and examines two processes, the lifecycle of a value proposition and the process of innovation. While this theory has components that are similar to Rogers's (2003) diffusion of innovation theory, it needs continued testing before it can be considered a validated theory and act as a theoretical framework of future innovation research.

Theories of Creativity

Throughout the literature, the term *creativity* is often used interchangeably with the term *innovation*. These concepts have been empirically tested to find strong correlations and connections, often suggesting innovation and creativity are difficult to differentiate. Therefore, to best examine the literature on innovation and innovativeness, it is important to also examine creativity. Below are three theories of creativity that have been connected to innovation.

Amabile's theory of creativity. Amabile (1996) has conducted extensive research in the area of creativity, and has been credited with identifying an empirically supported

componential theory of creativity. According to Amabile (2012), creativity is "the production of a novel and appropriate response, product or solution to an open-ended task" (p. 1). Amabile describes creativity has having three central components: (a) domain-relevant skills, (b) creativity-related skills, and (c) task motivation.

Domain-relevant skills include knowledge, expertise in a given area, technical skills, and general intelligence (Amabile, 1999). Skills are all specific to the domain, or field, that an individual is attempting to be creative within, such as counseling, business, or engineering. Amabile (1999) describes domain-specific skills as the "raw materials upon which the individual can draw throughout the creative process" (p. 2). These skills are viewed as supporting individuals' creativity based on the background knowledge and experience necessary to solve problems.

The second component, creativity-relevant processes, includes cognitive style and personality characteristics. Among these traits are those that are typically associated with creativity and innovation, such as risk-taking, openness to new perspectives, and autonomy. Traits within this phase allow the individual to be flexible in synthesizing new information, and comfortable with ambiguity.

Task motivation, the third and final component of creativity, specifically pertains to intrinsic motivation. Intrinsic motivation is the ability of an individual to be self-motivated from internal traits, rather than needing external rewards, to complete a task. Therefore, according to Amabile (1999), when people feel motivated by their own interests, enjoyment, and satisfaction with work tasks, they will express creativity. Social environment, defined as a work environment, also impacts individual creativity and intrinsic motivation. Negative

environmental factors can block or hinder creativity, such as time pressure and lack of support for risk-taking, while other factors can enhance creativity, such as challenge within the workplace, collaborative teams, and a culture supporting new ideas and change.

Galenson's theory of creativity. Galenson (2006/2001) is credited with outlining a theory of creativity that highlights the role of problem-solving in the creative process. Galenson created his theory by studying historically creative people. He later tested his theory empirically, finding support for his two-approach classification system (Galenson 2006; Jensen, 2004; Kozbelt 2008; Kozbelt & Durmysheva, 2007). Galenson (2006) suggests there are two types of creators, seekers, and finders.

Seekers, described as conceptual innovators, struggle with the creative process. People who are considered seekers are not linear thinkers, and do not begin projects with plans or goals. Rather, seekers use trial and error to identify solutions without being afraid to fail or face setbacks during their work. While this comfort with ambiguity and fluidity can aid in the creative process, these same traits can also hinder seeker's success. The lack of planning causes seekers to struggle with meeting deadlines, and often leads seekers avoid decision-making. Employers often offset these limitations by pairing seekers with a partner who has strong organization skills, such as a project manager. Seekers are those who learn from experience, and often they experience some of their greatest accomplishments late in their careers.

In contrast, *finders* are planners and make clearly outlined goals for their work from the time they initiate a project. Finders follow more linear thought patterns and do not struggle with administrative tasks such as decision-making or goal setting. People described

as finders stand out in their field because they have made a diverse range of contributions that do not align within a single topic area. Finders embrace change and are known for making abrupt changes within their work settings; they are also known for identifying radical innovations, which can happen at any point in their career development. Therefore, people identified as finders often make great accomplishments at earlier stages in their career progression.

Csikszentmihalyi's systems theory of creativity. Csikszentmihalyi (1988) developed his theory of creativity by examining the role of the environment and the context in which creativity takes place. Csikszentmihalyi (1988) proposed that creative ideas emerge out of three interacting realms: the domain, the individual, and the field. The domain is the area in which the creative person is working, and the knowledge that has been discovered within this domain. Csikszentmihalyi (1988) emphasizes the domain area's collective knowledge, meaning knowledge that has been discovered by the collective of experts within the field, rather than the individual's own knowledge base. The individual then is responsible for knowing what knowledge exists within the larger domain, as well as producing new knowledge that can alter, adjust, or progress knowledge within the field. Finally, the field is defined as the collection of the most influential experts working within the specified domain. The field experts are important because they ultimately decide which creative ideas are worth promoting to the others within the field, and which creations are worth sharing with the future of the profession.

Csikszentmihalyi's (1988) work is one of the first creative theories to account for systemic factors that can impact an individual beyond their own attributes and immediate

experiences. Csikszentmihalyi (1988) has been criticized for creating a theory that is too broad to be studied in a quantitative way (Kaufman & Sternberg, 2010). However, qualitative research uses Csikszentmihalyi's (1988) theory to conceptualize and frame research studies to account for all aspects of the creative environment.

Creativity theories in counselor education. Creativity is a popular subject in the counseling research, with such an extensive following that it is sometimes termed a specialization area for practitioners (Gladding, 2014). Peer-reviewed journals, professional counseling associations, conference educational tracks, elective courses, and national awards are all devoted solely to the topic of creativity in counseling (Gladding, 2014). Similar to innovation, creativity is often used as a descriptor in counseling literature, as opposed to a research construct. The term *creative* has been applied to group counseling interventions (Whitten & Burt, 2015), individual counseling interventions (Crowe & Parmenter, 2012), teaching interventions (Springer & Schimmel, 2016; Swank, 2012; Smith, 2011), and clinical supervision interventions (Graham, Scholl, Smith-Adcock, & Wittman, 2014; Koltz, 2008).

Within the counseling field, creativity is primarily devoted to creative arts, including topics such as music, dance, visual arts, literature, drama, and humor (Gladding, 2014; Rosen & Atkins, 2014). The counseling application of creativity does not align with the conceptualization of creativity in the business and organizational psychology areas. Creativity theories, such as those outlined above, are not referenced in the counseling literature. Instead, counseling scholars cite counseling and psychotherapy theories or pedagogies to provide theoretical frameworks to frame research devoted to creativity

(Gladding, 2008). While this is appropriate when the primary focus of a research study or manuscript is the act of counseling or teaching, it leaves a gap in the counseling literature.

Multicultural Considerations

Ethnicity

Ethnic diversity has been heavily researched as it pertains to organizational effectiveness and innovative work products. Overall, there is strong evidence to support that ethnic diversity within the workplace leads to positive work outcomes, including higher levels of group innovativeness (Foley & Kerr, 2013; Zhan, Bendapudi, & Hong, 2015). However, ethnic diversity has also been found to lead to disagreements and disintegration among employees, which hinders innovativeness at the team level (Stahl et al., 2010). At the individual level, organizations have found increased innovativeness when they hire a more ethnically diverse pool of individuals, and a positive relationship has been found between ethnic minority classification and innovation level (Van der Vegt & Janssen, 2003; Cohen & Levinthal, 1990). Moreover, research has found that among groups of demographically diverse employees, a greater variety of ideas and solutions are generated (Cummings, 2004). Workplace environments have often been criticized for perpetuating discrimination among marginalized populations, and particularly ethnic minorities; however, the literature around innovativeness suggests that individuals who self-identify as belonging to an ethnic minority are equally, if not more, innovative than their white colleagues (Foley & Kerr, 2013; Zhan et al., 2014).

Socio-economic Status

Socio-economic status has been associated with levels of innovativeness by researchers across disciplines (Tschannen-Moran & Hoy, 2001; Lassar, Manolis, & Lassar, 2005; & Im et al., 2003). Rogers (2003) found that less innovative people tended to belong to a lower socio-economic status. In addition, he found that innovativeness plays a significant role in widening the inequality gap between members of low and middle socio-economic statuses; this occurs because those with greater financial resources are more able to take financial risks to realize their innovations and therefore profit more from their innovative choices. On the other hand, Kilka and Weber (2001) found that individuals with fewer financial resources were more likely to take greater risks, and to be more innovative, than those with greater financial security.

Overall, the research indicates that the trait of innovativeness is possessed by members of all socioeconomic statuses. Global research has found that innovation exists in both high and low income countries, although the ways in which innovation occurs differs (Oppong, 2014). In low-income countries, innovation is often initiated spontaneously to meet a local need, while in higher-income countries, innovation originates mostly from research. This finding supports the premise that innovativeness is a global trait possessed by all individuals, and that as with most traits, it can be impacted by environmental and social factors.

Educational Attainment

Research examining the link between educational attainment and innovativeness is inconsistent, suggesting that more research is needed in order to better understand the

relationship between these two variables. Historically, innovation has been associated with higher educational attainment, assuming that only those who possessed substantial knowledge and experience within their field could be innovative. Some research has found support for this idea (Koellinger, 2008; Carrasco, 2010), though others have disputed this assumption (Lassar et al., 2005). While knowledge can contribute to innovation, too much knowledge has been found to hinder innovation (Andriopoulos, 2003). This finding disputes the assumption that only the most highly educated people are highly innovative. However, more research needs to be conducted to better understand whether and how educational attainment impacts innovativeness.

Gender

Innovation and innovativeness have been described as gender-biased within both the workplace and social settings (Nahlinder, 2010; Carrasco, 2014). Innovativeness has been classified as a masculine trait, and this stereotype has been empirically tested and supported within professional and public contexts (Celik, 2013). When college students were presented with two case studies that highlighted two entrepreneurs (one male, one female) pitching their own, identically innovative ideas, the students consistently rated males as being more innovative than their female competitors (Thebud, 2015). This bias has been attributed to the gender gap that pervades the science, technology engineering and math (STEM) fields (Lindberg, Hyde, Peterson, & Linn, 2010). Scholars argue that the close association of innovation with technology, and the fact that technology fields are traditionally dominated by men, has led to the assumption that innovation is a male trait (Blake & Hanson, 2005).

Along similar lines, research has found that the gender of an innovator influences others' attitudes toward the innovations in question, as well as toward the field in which the innovation is being introduced. That is, innovations that emerge from traditionally female dominated fields are undervalued (Johansson & Lindberg, 2014). The most respected and influential innovations are those that are created by men from a traditionally male-dominated field. And yet, despite these social stereotypes, when examining workplace outcomes, greater participation by female team members was found to lead to better outcomes when innovation and problem-solving work tasks were examined (Francoeur, Labelle, & Sinclair-Desgagne, 2007).

Work environment and context have also been found to greatly impact the relationship between gender and innovation. Workplace policies that allow for greater flexibility and are more conducive to family lifestyles have been found to support the ability of women to be innovative within their professional roles (Thebud, 2015). Therefore, when examining innovativeness, it is important to be aware of the implicit gender bias that has been documented. Given that counseling is considered a traditionally female field, this could account for the lack of scholarly attention and discussion of innovation within the counseling field.

Summary

This chapter examined literature and theory related to the topic of innovation and innovativeness. Innovation was examined first as it is a broad and ambiguous topic needing clarification. Definitions of innovation were examined, types of innovations were identified, and contributing and detracting factors were highlighted. Next literature and topics relating to

innovativeness were explored in more detail including: personality traits, cognitive processes, contextual factors, and supporting attributes. Instruments used to measure innovativeness were explored within the context of the three main approaches to innovativeness. Next discussions of innovativeness in higher education and counselor education were summarized. The chapter concluded with theories related to innovativeness and multicultural considerations surrounding innovativeness.

While the trait of innovativeness has not yet been specifically examined within the counseling field or applied to counselor educators, it has been applied to higher education faculty, education faculty, and the graduate school environment. Within the field of counseling, the noun *innovation* and the adjective *innovativeness* have been used to refer to interventions, programs, products, and processes that are viewed as positive and desirable. Finally, professional counseling organizations also identify innovation as a positive attribute. Given these findings from previous research, a logical next step within the counseling literature is to examine how counselor educators experience innovativeness within their professional roles.

CHAPTER III. METHOD

In order to examine innovativeness among counselor educators, this qualitative study used research methods that were based on constructivist grounded theory. This chapter describes the constructivist approach that provided the study's methodological framework, and then presents an overview of the research methods that were derived from that framework. The chapter presents the research questions; participant information; instrumentation; and procedures for participant recruitment, participant selection, data collection, and data analysis. Then, the chapter describes the measures taken to ensure the study's trustworthiness, concluding with a brief statement of the researcher's positionality.

Grounded Theory and Constructivist Grounded Theory

Grounded theory is a qualitative methodology first outlined by Glasser and Straus (1976) to address the need for a research methodology that would enable the researcher to develop theory in a qualitative context. At the time, Glasser and Straus (1976) found that the majority of research methods existed to test or validate existing theories, and that no extant research methodology allowed researchers to build a theory within an unexplored area without aligning with previously outlined theoretical works. In developing grounded theory, Glasser and Straus (1976) sought to provide researchers with a tool to explain process or phenomena through the creation of a new theory that emerged from, and was grounded in, the qualitative data (Charmaz, 2010; Glasser & Straus, 1976). Grounded theory pays particular attention to the voices of the participants, and the researcher is careful to use the participants' perspectives to inform data analysis and subsequent theory development.

Grounded theory is an inductive, or emergent, methodology wherein the researcher gathers data pertaining to the research topic, and then allows a theory to emerge from that data without the influence of any preconceived ideas on the part of the researcher. The aim of conducting grounded theory research is to outline a theory that has three key features: (a) it is practical and useful for participants, (b) it explains the phenomena and process within the context of the participants' lives, and (c) it describes how participants interpret reality around the phenomenon or process being examined (Charmaz, 2014).

A criticism of classic grounded theory methodology is that it aligns with a positivistic or post-positivistic ontology. That is, that the methodology more closely resembles quantitative principals, with an emphasis on finding a single truth. These criticisms apply to two aspects of the researcher process. First, traditional grounded theory specifies that researchers must remove themselves entirely from the research process to remain objective and minimize the researcher's ability to introduce bias into the data collection and analysis processes. Second, grounded theory also supports the notion that there is a single given set of concepts and knowledge that can be discovered, and that by following the outlined methodology, one can discover a single objective reality (Charmaz, 2006). Thus, classic grounded theory methodology is subject to the critique that it does not align with the epistemological and ontological assumptions found within other qualitative research methods. It was in response to this critique that constructivist grounded theory, the more contemporary interpretation of grounded theory used in the present study, was developed. This revised theory ameliorates the epistemological conflict experienced by many qualitative researchers who wanted to utilize grounded theory.

Constructivist grounded theory provides an alternative to the more formulaic approach within classic grounded theory. Constructivist grounded theory aligns with the constructivist-interpretive paradigm, which places an emphasis on the "point of view of the person" and "seeks to learn how to construct their experience through their actions, intentions, beliefs, and feelings" (Charmaz, 2004, p. 499). This theory is based on four philosophical principles: (a) knowledge and meaning are socially constructed, (b) the researcher is positioned within the research, (c) data collection and analysis are focuses on participants' realities and meanings, and (d) the researcher has a relational duty to participants. Researchers' experiences, thoughts, backgrounds, and reactions become part of the data through a process called memoing. Memos, described as "informal analytic notes" (Charmaz, 2014, p. 162), are recorded by the researcher throughout the data collection and analysis process, capturing the researcher's thoughts, emerging ideas, perceptions, and context, since it is acknowledged that the researcher's experiences can influence the results.

In this study, which uses constructivist grounded theory to examine innovativeness among counselor educators, the theory helped describe how the process of being innovative develops within the professional roles of counselor educators, and specifically how counselor educators describe and experience innovativeness within the context of higher education. The theory of constructivism was crucial to the process of designing the study, as well as collecting and analyzing the data, because the counselor educators' experiences and roles are diverse. Their varied experiences of innovativeness could only be captured by a research approach that acknowledged that variation. The goal of the current study—to learn about counselor educators' experiences with innovativeness—aligns well with the purpose of

constructivism, which "seeks to learn how they [participants] construct their experience through their actions, intentions, beliefs, and feelings" (Charmaz, 2004; p. 499). Constructivist grounded theory was appropriate for an exploratory qualitative study such as the one proposed here because, to date, there is minimal literature describing the process of innovativeness within counselor educator development, and within the larger field of counseling.

Research Questions

The following research questions were examined within the study.

Research Question 1

How do innovative counselor educators describe the experience of being innovative as counselor educators?

Research Question 2

How do innovative counselor educators demonstrate innovativeness within their professional roles of scholarship, teaching, and service?

Research Question 3

What professional experiences do innovative counselor educators describe as being associated with their innovativeness?

Participants

Population of Interest

The population of interest for the current study was innovative counselor educators employed by counselor education programs within the United States. To be classified as *innovative* for the purpose of this study, a counselor educator must receive a 69 or higher on

the Hurt Innovativeness Scale (1977). As explained below, scoring above a 68 classified participants as either innovators or early adopters, meaning that theoretically, they were in the top 15 percent of the population in regards to innovativeness (Rogers, 2003). To be classified as a *counselor educator* for the purpose of this study, an individual had to meet the definition set forth by the American Counseling Association (ACA) (2014): "a professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of professional counselors" (p. 20). A counselor educator can take many forms, including tenured faculty members, tenure-track faculty members, non-tenure track faculty members, and adjunct instructors. For the purposes of the current exploratory research study, all four categories of counselor educators were examined. Descriptions of each can be viewed in Table 2.

Table 2. Counselor Education Position Categories

Category Title	Definition
Tenured faculty member	Faculty who has achieved tenure, defined as a permanent academic position
Tenure-track faculty member	Faculty member who is in a position with the option of receiving tenure, but who has not yet achieved tenure status
Non-tenured track, full-time faculty member	Faculty member who is in a position that is not eligible for tenure, but who still holds educational roles
Adjunct instructor	Part-time contracted counselor educator hired to teach a specified course

Further defining the category of counselor educator, the Council for Accreditation of Counselor Education and Related Programs (CACREP), the primary accreditation body for the counseling training programs, has published standards that mandate faculty members to have earned a doctoral degree in counselor education or related discipline, and to identify with the counseling profession (CACREP, 2016). CACREP standards also mandate full-time faculty members to participate in the counseling profession in three key ways: maintaining membership in professional counseling organizations; obtaining counseling licensure and certifications; and demonstrating professional development, service, advocacy, research and scholarly activity related to counseling (2016). According to CACREP 2014 Vital Statistics Report, the United States currently has 248 institutions offering 639 CACREP-accredited counseling programs (CACREP, 2014). The number of institutions broken down by ACES region is outlined in Table 3 below.

Table 3. Number of CACREP-Accredited Counseling Programs by ACES Region

ACES Region	Number of Programs	Percentage
NARACES	52	18.31%
NCACES	70	24.65%
RMACES	19	6.69%
SACES	117	41.20%
WACES	24	8.45%

While demographic information was not available for both full-time and part-time counselor educators in CACREP programs, full-time faculty demographic information was

provided. As of 2014, there were approximately 2,070 full-time faculty members employed in CACREP-accredited programs within the United States, of whom 60.34% identified as female, 39.47% identified as male, and 0.19% did not identify with either gender (CACREP, 2014). Ethnicity information is reported in Table 4 below.

Table 4. Ethnicity of Full-Time Counselor Educators CACREP-Accredited Programs

Ethnicity	Percentage
African American/ Black	12.32
American Indian/ Native Alaskan	0.81
Asian American	3.72
Caucasian/ White	75.10
Hispanic/ Latino/ Spanish American	4.84%
Native Hawaiian/ Pacific Islander	0.10
Multiracial	1.53%
Non-resident Alien	0.87%
Other/ Undisclosed	0.46%

Sample

Participants were 20 counselor educators (i.e., those meeting the definition set forth above), who met one of three criteria: (a) attended one of the five 2016 regional Association for Counselor Education and Supervision (ACES) conferences; (b) responded to the email call for participants on the CESNet counselor education e-mail list-serv; or (c) responded to an individual email invitation. While constructivist grounded theory warns against outlining a predetermined number of participants prior to the data analysis process (Charmaz, 2010), the

number of participants for this study was supported by other researchers who suggest recruiting between 20 to 30 participants for grounded theory research (Morse, 1998).

On the demographic survey described below, 12 participants identified their gender as female, seven participants identified their gender as male, and one participant identified their gender as gender-neutral. The gender breakdown of the sample is similar to that of the population demographics reported by CACREP, which state that approximately 60% of counselor educators identify as female. All participants were between the ages of 27 and 64, with the mean age being 35 years old. Thirteen participants identified their ethnicity as White, two identified as Black or African American, two identified as Hispanic or Latino, one identified as Asian or Asian American, one identified as Arab or Arab American, and one participant identified as multiracial. The sample is slightly more ethnically diverse than the CACREP-reported demographics of counselor educators, with 35% of the sample self-identifying as counselor educators of color, compared to 25% as reported by CACREP. As noted above, participant scores on the Innovativeness Scale (Hurt, Joseph & Cook, 1977) ranged rom 69 to 90 with the mean score of 79.15. Six participants were classified as innovators, and 14 participants were classified as early adopters according to their scores on the IS.

Participants were geographically diverse, representing all ACES regions across the United States. Nine participants were from the southern region, four participants were from the north central region, three participants were from the western region, three were from the north Atlantic region, and one was from the Rocky Mountain region. Participants' tenure (years of working) within a counselor education role ranged from less than one year to 30

years, with the mean years of experience being 5.6. Sixteen participants held doctoral-level degrees, while four held master's-level degrees but were in the process of completing doctoral-level degrees. All but one participant reported receiving a master's degree within a counseling program, with only the outlier possessing a master's degree in clinical psychology. All participants who had completed a doctoral degree had done so within a program for counselor education and supervision, or for rehabilitation counseling. Counseling specialization areas of participants were diverse. Participants self-reported counseling specialization areas as the following: (a) thirteen in Clinical Mental Health/ Community Counseling, (b) eight in school counseling, (c) two in Student Affairs and College Counseling, (d) two in Marriage, Couple, and/or Family counseling, (3) one in Rehabilitation Counseling, (f) one in Career Counseling, and (g) one in Gerontological Counseling. Eight participants reported more than one specialization area. Sixteen participants were employed by an institution where they had not earned a degree, while four participants reported currently working for an institution where they had previously earned a degree. Of those employed by institutions where they had earned degrees, two had earned their master's degrees from the institution, one had earned both master's and doctoral degrees from the institution, and one had earned bachelor's, master's and doctoral degrees from the institution where they were employed.

Job titles were diverse, with four participants in tenured positions, seven participants in tenure-track positions, five participants in full-time non-tenure track positions, and four participants in adjunct instructor positions. Of those participants in tenured positions, three held the title of Associate Professor, and one held the title of Professor. All seven tenure-

track participants identified their title as Assistant Professor. Of the five participants working in full-time non-tenure track roles, three reported a job title of Clinical Professor, one reported a job title of Visiting Professor, and one reported a job title of Chair. All four participants in adjunct instructor roles worked in private non-CACREP accredited programs.

On the demographic survey, participants also reported institutional characteristics. Eleven counselor educators were employed by public institutions, and nine were employed by private institutions. Fourteen of the participants were employed by CACREP-accredited counseling programs. All six counselor participants employed within non-CACREP accredited programs were all also working within private institutions. Nine participants were employed by programs training master's-level students, and eleven were employed by programs training both master's and doctoral-level students. Tenure (e.g. years of working) at the current employer institution ranged from less than one year to 27 years, with the mean being 3.9 years.

Instrumentation

Demographic Questionnaire

The demographic information presented above was collected via a demographic questionnaire, which all counselor educators who agreed to participate were prompted to complete. Open-ended questions requested that participants indicate their age, total years working as a counselor educator, and average number of courses taught per academic semester. In addition, the following topics were assessed using forced-choice responses: academic rank, tenure status, counseling specialization area, type of training program, gender, and ethnicity. Each forced-choice question included an option for participants to

indicate “other” in the case where a participant did not identify with any category presented. There was an option to write in the response for “other” to provide additional information. The questions included in the demographic questionnaire were based on topics outlined within the literature review that pertained to counselor educator professional development (e.g. Borders et al., 2011; Calley & Hawley, 2007; Lambie, Ascher, 2014). (See Appendix C for Demographic Questionnaire.)

Innovativeness

The Innovativeness Scale (IS) (see Appendix D) developed by Hurt, Joseph, and Cook (1977) was selected to measure innovativeness in adults. Hurt et al. (1977) defined innovativeness as “willingness to change” and “willingness to try new things” (p. 62). The scale was developed in response to Roger’s (2003) concept of innovativeness, as outlined within diffusion of innovation theory (DOI). The scale classifies individuals into one of Rogers’ five adopter categories based upon their level of innovativeness.

The IS is a 20-item self-report instrument using a 5-point Likert scale response, with options including (a) 1=strongly disagree, (b) 2= disagree, (c) 3= neutral, (d) 4= agree, and (e) 5= strongly agree. The IS includes 12 positively worded statements and 8 negatively worded statements. An example of a positively worded statement is, “I am receptive to new ideas,” while an example of a negatively worded statement is, “I am suspicious of new inventions and new ways of thinking.” The IS score is calculated by subtracting the sum of the negatively phrased items from the sum of the positively phrased items, and then adding 43 to the resulting score. The numeric score can range from 14 to 92, with 92 being most

innovative and 14 being least innovative. The numeric score range is translated into adopter category, as outlined below in Table 5.

Table 5. Numeric Score Ranges on IS and Corresponding Adopter Categories

Numeric Score Range	Adopter Category
14 to 45	Laggard
46 to 56	Late Majority
57 to 68	Early Majority
69 to 80	Early Adopter
81 to 92	Innovator

The IS scale has been used to identify innovativeness within individuals since its creation (e.g. Cocklar, 2012; Simonson, 2000). Research conducted by Goldsmith (1992) and by Pallister and Foxall (1998) examined the scale's validity and reliability. To test the IS for convergent validity, it was correlated with three other scales measuring innovativeness: the Open Processing Scale (Leavitt & Walton, 1975); the innovation scale of the Jackson Personality Inventory (Jackson, 1976); and the Kirt Adaption-Innovation Inventory (1976). Goldsmith (1992) found strong positive and significant correlations between IS and the three other measures of innovativeness, with correlations ranging from .55 to .67. Discriminant validity was also established by comparing the scales against two scales, measuring different constructs, resulting in weak correlations ranging from .1 to .21(Pallister & Foxall, 1998). Evidence was also found to support the internal reliability of the scale, with the coefficient alpha as .89 (Goldsmith, 1992) and .86 (Pallister & Foxall, 1998). The scores were normally distributed (Golsmith, 1992), in line with the statement by Hurt et al. (1976) that

innovativeness is normally distributed across the population. Overall, significant attention has been given to testing the IS in the current body of literature to determine its ability to accurately measure innovativeness, and over time it continues to demonstrate strong reliability and validity.

For this study, participants were screened for innovativeness using the Innovativeness Scale (Hurt, Joseph, & Cook, 1977). Individuals who scored above a 68 on the scale were invited to participate in semi-structured individual interviews. Scoring above a 68 classified participants as either innovators or early adopters. This would theoretically represent the top 15 percent of the population in regards to innovativeness (Rogers, 2003). Those individuals who completed the online survey, but who were classified as early majority, late majority, or laggards by receiving a 68 or below on the Innovativeness Scale (Hurt et al., 1977), were not invited to participate in an individual interview. Their scores on the Innovativeness Scale (Hurt et al., 1977) did not classify them as innovative counselor educators. These participants were thanked for their time and offered the opportunity to be entered into a drawing to receive an incentive. Because the survey was anonymous, these participants did not receive the results of the assessment unless they indicated their interest in receiving it and provided their email address for the incentive drawing.

Interview Questions

A semi-structured list of interview questions was created to elicit the innovative experiences of counselor educators (see Appendix E). These questions were developed by a panel of counselor educators from diverse practice areas who had differing levels of experience within counselor education. The panel was composed of one doctoral student in

counselor education, two tenure-track counselor educators, and one non-tenure track full-time counselor educator. Each member of the panel was provided with an overview of the research study as well as the research questions. Based on their review of this information, the panel members provided individual input about the topics and phrasing of interview questions. The researcher used the information received from the panel members to develop a preliminary list of interview questions.

Questions were not informed by prior theory or literature, as constructivist grounded theory is premised on the notion of non-preconception (Charmaz, 2014). This means that the researcher should not conduct grounded theory research based upon other theories, but rather should allow the theory to emerge from the data without influence from previous work. Charmaz (2014) acknowledged that it is not realistic to assume the researcher will lack all previous knowledge of theory, or will refrain from conducting a preliminary literature review that draws on previous theory; however, Charmaz (2014) warns against using this preexisting knowledge to inform interviewing protocols. In this study, non-preconception was safeguarded by utilizing a panel for the creation of interview questions.

After the interview questions were drafted by the researcher, they were then returned to the panel for feedback. The panel suggested changes to improve the content of the questions, as well as the clarity of their wording. Once edits were made, the interview questions were piloted in interviews with a counselor educator. The purpose of the pilot interview was strictly to ensure all interview questions were clear and aligned with the purpose of the study; this interview data was not analyzed or included within the research data for theory construction purposes. After conducing the pilot interview, the interview

protocol was reviewed once more by an outside auditor, a tenure-track counselor educator, to ensure clarity and comprehensiveness. This outside review completed the process of interview protocol creation.

Procedure

Participant Recruitment

Before beginning the research study, the researcher received approval from the North Carolina State University Institutional Review Board (IRB). Following IRB approval, participants were recruited through two advertising venues: program inserts distributed to attendees of the regional-level ACES annual conferences, and emails sent to counselor educators using a counselor educator email list-serv. Both advertising methods were instances of cluster sampling, as all potential participants belong to a predetermined group (Erford, 2008), in this case, membership and attendance at the regional ACES conference, and/or presence on the email list-serv. After these initial two recruitment methods, the third recruitment approach was the use of snowball sampling; all participants who completed interviews were asked to identify two to three innovative counselor educators who they would recommend for participation in the research study. Table 6 outlines the number of participants who were recruited using each of the three recruitment methods. Each of these recruitment procedures is described in further detail, followed by an explanation of the Qualtrics survey that was used to screen potential participants and collect demographic data for phase two of the research study.

Table 6. Number of Participants Recruited by Recruitment Method

Recruitment Method	Number of Participants
ACES Advertisements	2
CESNet E-mail	10
Snowball Sampling	8

ACES advertisement recruitment method. The researcher requested permission from conference organizers to place a paid, half-page-sized participation invitation within the conference programs at each of the five ACES regional conferences (see Appendix F). All regions but the North Atlantic Region of Counselor Education and Supervision (NARACES) permitted the researcher to advertise within the conference program booklet. However, all regions were transitioning to electronic program booklets, either offering the program only in an electronic form, or offering both a paper and electronic form to attendees. Online advertisements were less accessible to attendees as advertisements were placed in a specific area for viewing, rather than being dispersed throughout the event schedule information. Therefore advertisements for the current study placed within conference programs had less reach than predicted because of the transition to online conference management systems.

The flyer briefly stated the purpose of the research study, advertised the opportunity to be entered into a drawing to win an Apple TV for participation, and directed any interested counselor educator to participate by accessing a web address. The web address directed potential participants to a Qualtrics online survey that contained informed consent, the Innovativeness Scale (Hurt, et al., 1977), and the demographic questionnaire. An Apple TV was used as an incentive for completing the questionnaire. Any interested counselor educator

who completed the survey in its entirety, and indicated their interest in being entered into the raffle, had the opportunity to win. Two participants who completed individual interviews reported responding to the ACES advertisement recruitment method.

E-mail list-serv recruitment method. The researcher used the CESNet E-mail list-serv as a secondary recruitment method. CESNet is an e-mail list-serv specifically developed by counselor educators for counselor educators and doctoral students to communicate within the profession. An e-mail was sent by the researcher as an invitation for participation in the research study (see Appendix G). In place of the half-page participant invitation flyer made for the ACES regional conference recruiting method, an all text-email was used for the email. This decision was made because the CESNet list-serv did not permit users to send images within any online messages. Like the invitation flyer distributed at the conference, the email contained a brief overview of the study, the incentive for participation (entering to win an Apple TV), and the web address for participation. Unlike the flyer, the email also listed the eligibility requirements and gave a brief description of phase two of the research study, the 60-minute individual interviews. The e-mail was distributed to the 3,320 list-serv members on November 8, 2016. Using this method, eighteen counselor educators were recruited, and each one scheduled an individual interview with the researcher. Ten out of the 18 recruited participants completed interviews with the researcher.

Snowball sampling. After the initial two recruitment methods described above, snowball sampling was used as a secondary recruitment method to help identify innovative counselor educators. It was implemented by asking each participant, at the conclusion of each individual interview, to name two to three counselor educators whom they perceived as

innovative (See Appendix H). Then, these counselor educators who were named by participants were sent an individual email inviting them to the Qualtrics survey link. Using the snowball sampling method, 20 counselor educators were identified and individually invited to participate. Out of the 20 invited, 10 scheduled interviews, with 8 successfully completing interviews.

Qualtrics survey. Through each of these three recruitment methods, participants were directed to an online Qualtrics survey. The purpose of the survey was to screen and prepare participants for phase two. The survey was divided into three parts. The first portion provided for informed consent by informing participants about the study, their rights as participants, procedures to maintain confidentiality, and information about the incentive (see Appendix I). The second portion of the online survey contained the IS (Hurt et al., 1977), as well as the demographic questionnaire (see Appendix C). These two parts of the survey served as a screening tool. Only those participants who provided all the information and met the outlined criteria were able to continue in the research process.

In the third portion of the survey, participants who were eligible to participate in phase two, the 60-minute individual interviews, were directed to a separate online form that provided information on that part of the research process. Participants were informed that the incentive for participation in the individual interview was a $50 Amazon.com gift card, which would be provided to each participant within 24 hours of the individual interview. The incentive amount was decided based upon the ACA salary report (2013), which outlined the average salary of counselor educators. The researcher calculated the average per-hour earnings to be $51.87.

Participant Selection

Participant selection occurred for each of the two phases. In phase one, participants who self-selected according to initial selection criteria completed the sampling questionnaire. Based on their responses, their eligibility for interviews was determined. Those who were eligible proceeded to phase two, individual interviews. The entire process is outlined in Figure 1 and described in narrative form below.

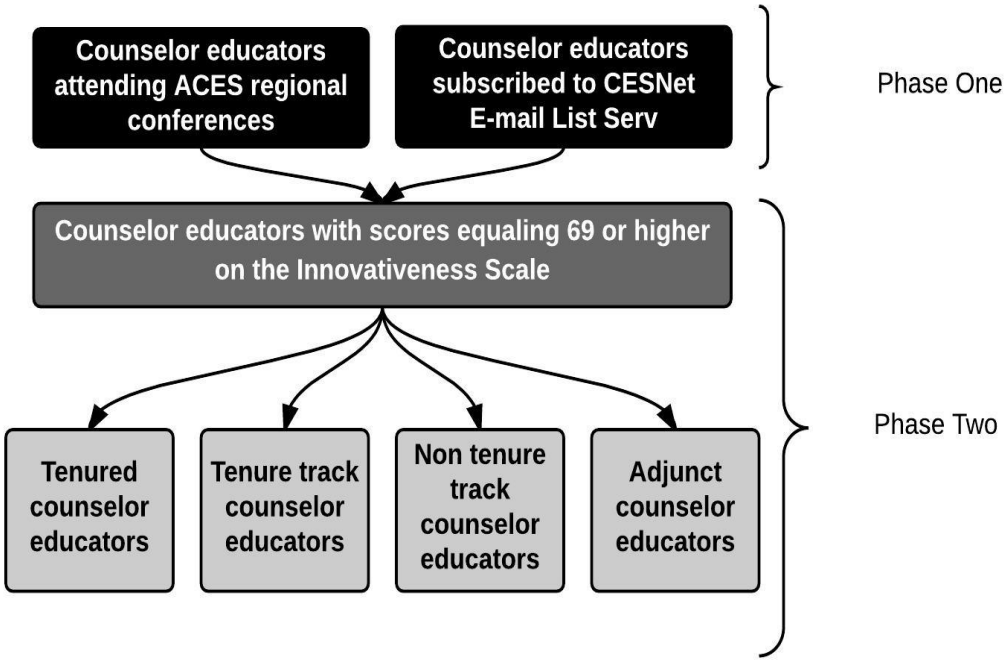

Figure 1. Participant selection process.

Phase one. All self-identified counselor educators who either attended the regional ACES conference or belonged to the CESNet list-serv were eligible to participate in phase one of the research study. This phase consists of three parts:

1. Providing informed consent to participate (See Appendix H).
2. Completing the demographic questionnaire (See Appendix C).
3. Completing the online Innovativeness Scale (Hurt, et al., 1977).

Based on responses, participants were either thanked for their participation and given the opportunity to provide their email address for a drawing of an Apple TV (approximate value of $60), or were asked to participate in phase two of the study. Eligibility for phase two of the research study was indicated by receiving a score of 69 or above on the Innovativeness Scale (Hurt, et al., 1977).

Phase two. Participants who were eligible for phase two of the research study had the opportunity to provide contact information via a separate online survey. This survey allowed participants to schedule a 60-minute online individual interview using online scheduling software (YouCanBook.me). Each interviewee was eligible for the same drawing as phase one participants, and also also received a $50 gift card as compensation for one hour of their time.

Data Collection

Initiating individual interviews. As outlined above, participants who were deemed eligible for phase two were directed to a separate survey. This survey contained two components: (1) informed consent for phase-two interviews (See Appendix J); and (2) a web link to online scheduling software (YouCanBookMe.com). The online scheduling software

allowed the participant to select the date and time for the individual interview, provided directions for joining the online meeting, and asked for the participant's email address. Two days prior to the interview, the researcher sent each participant an email reminder (see Appendix K). This email contained four components: date and time of the interview; directions for how to join the online meeting; a list of interview questions that would be asked during the interview; and the researcher's positionality statement.

Individual interviews. Individual interviews were the primary source of data collection, as they are an essential element of constructivist grounded theory research (Charmaz, 2014). Individual interviews were conducted via online meeting software, GoToMeeting. All interviews were semi-structured, allowing the researcher flexibility to follow important topics addressed by participants that may not be outlined in the questions (Charmaz, 2014; Corbin & Strauss, 2003). The researcher also used follow-up questions, called probing questions, allowing participants to clarify their responses.

The interviews were formal exchanges, as participants had had the opportunity to preplan their responses. The participants had been given the interview questions prior to the interview. In addition, the questions were posted on the screen during the online interview. The researcher followed the interview protocol (see Appendix E) to ensure uniformity across individual interviews. To conclude the interview, the researcher explained how the participants would receive their incentive for participation.

Within one week of the interview date, the interviews were transcribed and emailed to the participants for member-checking purposes (see Appendix L). The participants were given two weeks to provide feedback on the contents of the interview transcript. One week

prior to the return deadline, the participants received a reminder email to complete the member-checking process. All but three participants completed the request for member checking.

Data storage and security. All interviews were audio-recorded and transcribed verbatim to ensure the accuracy of the information and to preserve the true meaning of participants' statements. Immediately upon the completion of each individual interview, the audio-recording was transferred to a password-protected file on a password-protected computer. Each audio recording was transcribed within one week of the interview date. The audio recordings were saved to check the transcript for accuracy, and then deleted once the accuracy of the transcription was confirmed.

All participants were assigned individual identification numbers, which were used throughout the research process in order to connect demographic data to qualitative data. The document containing identifying information was kept separate from the data to avoid any possibility of connecting participants' identities to their responses. All data and research information was stored on a password-protected personal computer with password-protected files. Identifying information was only used for the purposes of inviting participants to complete individual interviews.

Data Analysis

In constructivist grounded theory research, the data analysis process involves numerous components and steps. In outlining the process below, two constructivist grounded theory research components are discussed: *constant comparative analysis* and *memoing*. Then, the coding process will be described. It proceeded in three stages: *initial coding,*

focused coding, and *theoretical coding*. The data analysis process is illustrated in Figure 2, and described in the narrative below.

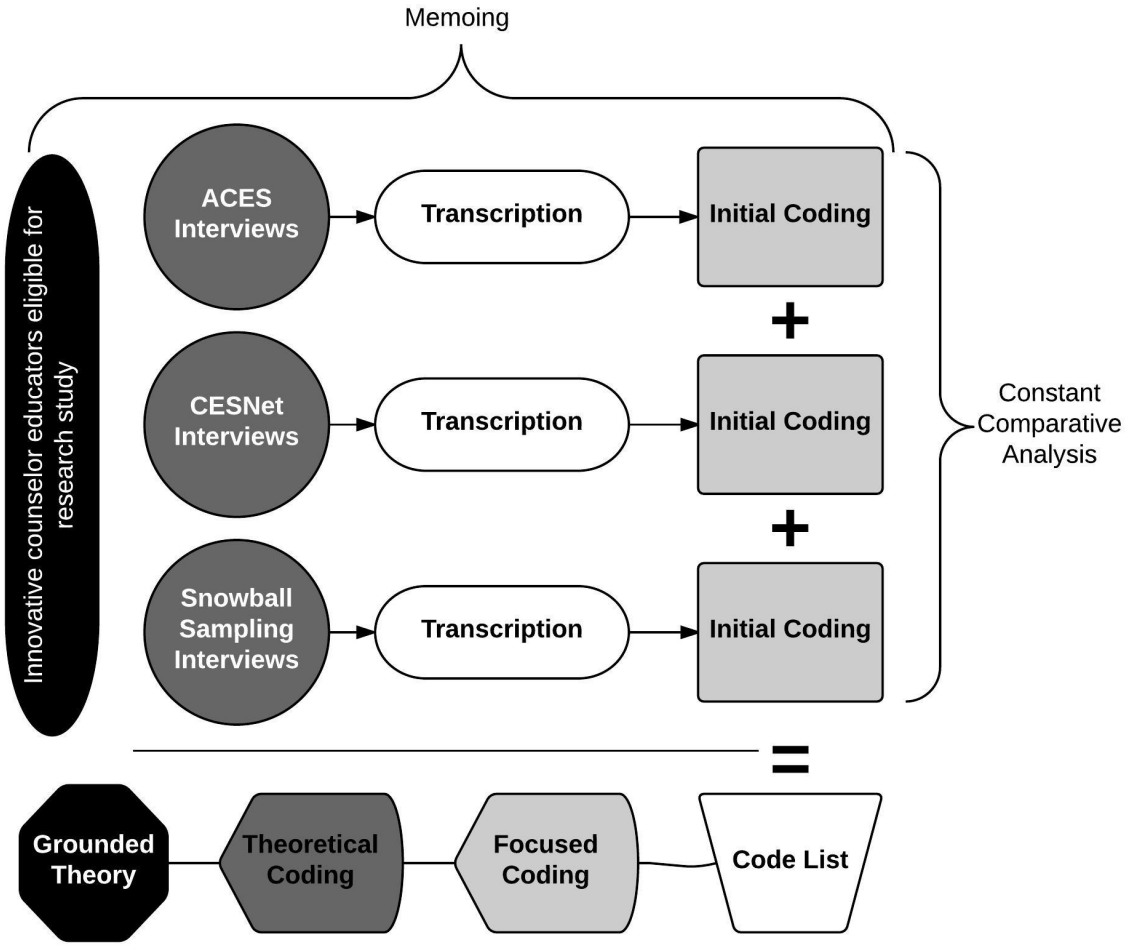

Figure 2. Data collection and analysis.

Constant comparative analysis. Constant comparative analysis, an essential element of grounded theory research, is used to "establish analytic distinctions—and thus make comparisons at each level of analytic work" (Charmaz, 2010, p. 132). In grounded theory

research, data analysis begins early in the data collection process, and continues simultaneously with the data collection. This practice allows for the initial data to inform the collection of data that is gathered later. Previous codes are compared to new codes, and often data that is collected early within the research process is revisited after codes have been refined. Constant comparative analysis is a process that "drives theoretical sampling and the ongoing collection of data" (Birks & Mills, 2015, p. 90). In research based on grounded theory, constant comparative analysis serves as a guiding framework for all coding and data analysis.

Memo-writing. A second essential element of the data analysis process within grounded theory is the drafting of memos. Charmaz (2010) stated that the practice of memoing throughout the research and data analysis process is beneficial because it encourages the researcher to begin to analyze the data and codes from the beginning of the research process. The primary purpose of memoing is to aid in data analysis by recording the researchers' thoughts about patterns and categories that are emerging from the data (Charmaz, 2015). Memoing is an unstructured process that allows the researcher to record thoughts, comparisons, connections, and questions that emerge after new information is gained from the data (Charmaz, 2015). Table 7 outlines when memos were used in this study and what information was recorded within each memo.

Table 7. Types and Purposes of Memos

Memos prior to data collection	Memos after each individual interview	Memos throughout the coding process
Record potential bias	Record observations	Document emerging themes
Document information already gained from literature	Record reflections about interview content	Document coding strategies
	Document procedures	Document current code list

Interview transcripts. All individual interviews were transcribed by an outside transcription service, Verbal Ink, which specializes in academic research transcription. While there is dispute within the constructivist grounded theory literature regarding the use of transcription services, as opposed to the researcher transcribing all interviews without assistance, the researcher determined that in this case it was preferable to use a service. This practice enabled the researcher to better ensure data analysis could follow the constant comparative analysis element of grounded theory research. Without the use of a transcription service, data analysis would have been severely delayed, resulting in less time to conduct constant comparative analysis.

Once interview transcripts were received, the researcher checked for transcription accuracy by listening to all audio recordings while reading the corresponding transcript. Once the accuracy of transcripts was confirmed, the researcher removed all identifying information. Following the completion of the individual interviews, interview transcripts were sent to all participants to allow for member checking, which aided in the trustworthiness of the research.

Individual data analysis and use of auditors. For the current research study, the primary researcher conducted all data analysis individually and examined all data in depth. By conducting individual analysis, rather than using a research team, the primary researcher was able to become immersed in the data, accurately implement constant comparative analysis in a timely manner, and make prompt decisions regarding theoretical sampling. However, to ensure the trustworthiness of the primary researcher's findings, outside auditors were used at the completion of the first and third rounds of coding. These three outside auditors were used to ensure the researcher did not introduce bias into the data analysis process or misrepresent the data. The outside auditors were a counselor education doctoral student, a counselor educator in a full-time non-tenure track position, and a counselor educator in a tenure-track position who was also the primary investigator's dissertation chair.

Auditing was conducted in two rounds. The first round of auditing examined the first-cycle codes, or initial codes. Two of the auditors were given three randomly selected transcripts, as well as the code list. The auditors were asked to identify any codes that were missing from the researcher's code list, and to suggest codes that should be removed from the list due to not being represented within the data. Auditors' comments were incorporated into the data analysis process, as the researcher adjusted the code list accordingly. The second round of auditing was used during the theoretical coding stage, which was the third round of coding. For this round of auditing, all first- and second-round codes were examined by both the primary investigator and the third auditor, working together. Next, the primary investigator and auditor evaluated the codes and formed theoretical codes that accurately encompassed the data.

Coding procedure in grounded theory. Many different data analysis methods have been suggested for grounded theory research, depending upon the version of grounded theory that most closely aligns with the research being conducted. For constructivist grounded theory, Charmaz (2010) describes three main phases of the data analysis process: (a) initial coding, (b) focused coding, and (c) theoretical coding and integration. While these three coding phases appear linear, they often occur simultaneously or even recursively, as a researcher may revert backward to better describe data under information gathered later in the research process. For the purposes of the data analysis description, they will be discussed in the order in which they may initially occur.

Initial coding. Initial coding is the first stage of data analysis under constructivist grounded theory (Charmaz, 2010). When using initial coding, Charmaz (2010) suggests that researchers "stick close to the data" and attempt to "see actions in segments of the data rather than applying pre-existing categories" (p. 116). The purpose of this initial process is "to remain open to all possible theoretical directions indicated by your readings of the data" (Charmaz, 2006, p. 46). Within initial coding, an In Vivo style coding process is also often adopted, where the researcher uses terms and words verbatim from the transcript to act as codes within the data (Charmaz, 2010; Saldaña, 2013). Charmaz (2010) encourages In Vivo-style coding within initial coding, as it can "help preserve participant meaning of views and actions" (p. 134).

In this study, once each interview was transcribed, the initial coding process began. The first step was a line-by-line analysis of the interview transcripts. As recommended by Charmaz (2010), the code list was then reviewed and revised. This meant returning to the

first transcripts and re-coding the data to ensure that what emerged over time in the entire data set was consistent with the initial interviews. Once initial coding was complete, the researcher transitioned into the next phase of coding, focused coding.

Focused coding. After initial codes have been established, the next step in constructivist data analysis is to conduct focused coding, in which initial codes are used to begin identifying categories within the current code list. Charmaz (2010) states that the focused coding "categorizes coded data based on thematic or conceptual similarity," and recommends that researchers identify the most salient codes from their initial list and then assess whether these codes apply to larger amounts of data (p. 140). The overall goal of focused coding is to narrow the range of codes that were identified in the initial coding process. At this stage, the researcher will begin to see themes, patterns, or processes emerge. Later, once more data has been collected, it will be important to test these initial categories that emerged early in the data analysis process on that data collected later in the process. This practice ensures that the categories represent all data, not just data obtained earlier in the data collection process.

In this study, focused coding began after all 20 transcripts had been coded using the initial coding method. The researcher identified categories, or themes, that emerged from the list of initial codes, and selected those that seem to be the most commonly occurring and influential. Next, these codes were tested against a random sampling of five interview transcripts and adjusted according to new topics identified in the data.

Theoretical coding. Theoretical coding is the final step in the constructivist data analysis process (Charmaz, 2010). As the name implies, the purpose of theoretical coding is

to “help theorize the data and focus codes” (p. 180). Theoretical coding is “meant to be integrative,” meaning that the goal is to draw meaning from the range of data presented. This stage of coding is also meant to assist in “identifying any relationships between the categories that were previously outlined during the focused coding” (Charmaz, 2014, p. 150). When practiced correctly, effective theoretical coding can add “precision and clarity” to the data analysis process (Charmaz, 2010, p. 151). The theoretical coding process concludes with the researcher outlining a theory that describes the process or phenomenon of interest (Charmaz, 2010).

In this study, theoretical coding began after all interviews were coded using both initial and focused coding methods. The researcher reviewed the focused codes for all interview data, and began to identify patterns and themes that could be grouped into theoretical categories. While these codes changed and evolved as the data continued to be examined, theoretical coding transformed the codes into a theory. Also, to aid with the final data analysis process, the theory was represented visually through diagramming. Charmaz (2016) encourages the use of diagramming to aid in the analysis process and to provide clarity in theory formation.

Trustworthiness in Qualitative Research

Trustworthiness is an essential element of any qualitative research study. A qualitative researcher must establish trustworthiness in order to demonstrate the results are in fact reflective of the data shared by participants. In the current research, trustworthiness was demonstrated through the three elements outlined by Lincoln and Guba (1985): credibility, dependability, and transferability. This section reviews each of these components of

trustworthiness, then reviews the role of the researcher and provides a positionality statement.

Credibility

The first element of trustworthiness, credibility, establishes the findings of a research study as believable or truthful. Within grounded theory research, the aim is for readers to believe the outlined theory is credible. To demonstrate credibility in this study, the researcher used member checking, peer debriefing, and external auditors. For member checking, participants were able to review their interview transcript to share any additional information and clarify the meaning of their statements. Peer debriefing is the seeking of feedback from peers and fellow researchers. This dissertation was reviewed and critiqued by both the dissertation chair as well as the committee members; therefore, peer debriefing was built into the research design. Finally, external auditors were used to check the accuracy of the data coding and provide feedback to identify any themes the researcher may have overlooked.

Dependability

Dependability demonstrates the rigor of the research process and the appropriateness of the methods that were selected. To demonstrate dependability, the researcher must carefully record the research procedures so that those who read and use the research can evaluate the methods. Memos were used to record all steps in the research process, beginning before the completion of the first interview and continuing until the data were translated into theory. This procedure ensured that all steps in the research process were recorded, such that they could later be used to indicate any changes or deviations from the original research plan.

Transferability

Transferability is the degree to which the results can be applied to other related situations (Lincoln & Guba, 1985). While constructivist grounded theory emphasizes the integration of the researcher and the data, it is still important to share information about the researcher to determine the potential impacts of the researcher's positionality on the resulting theory and applicability to other situations. To enhance transferability, the researcher used two strategies: the inclusion of a researcher reflexivity statement, and specific memoing about the researcher's subjectivity in regards to interpretation of the data.

Role of the Researcher

The role of the researcher, in relation to the data, is a key component of constructivist grounded theory, and indeed, is the feature that differentiates this approach from previous grounded theory approaches. According to Charmaz (2003), "Constructivist grounded theorists acknowledge that they define what is happening in the data," as opposed to the traditional grounded theorist, who seeks objectivity and attempts to remove any possible researcher bias that could negatively impact the data analysis (p. 320). In constructivist research, the researcher, and his or her background, may become part of the data analysis and resulting theory. Positionality statements aid in reducing bias by identifying researcher characteristics before the start of the study. While positionality is not always specifically encouraged in constructivist grounded theory, it is seen as a best practice in qualitative research in general (Creswell, 2013). Therefore, the positionality statement of the researcher is included below.

Positionality Statement

The researcher is a white female with a master's degree in counseling, who is currently pursuing a doctoral degree in counseling and counselor education from a large land-grant university in the southeastern United States. Her qualifications include being a licensed professional counselor associate and a National Certified Counselor. She has four years of experience as a counselor in a range of settings, including school counseling, mental health counseling, college counseling, and career counseling.

The researcher is a Millennial in her late twenties and grew up during in a time period when innovations, in the form of technology, were rapidly being introduced into normal everyday practice. Therefore, technology has always been incorporated into her daily routine, both personal and professional. This experience can be viewed as leading to pro-innovation bias, as the researcher tends to align herself with the idea that innovations, and the trait of innovativeness, are positive and beneficial. In addition, the researcher has spent three years employed in a business setting where the culture encourages and supports ongoing innovativeness in daily practice. From this experience, she perceives innovation as a sign of effectiveness and success. As a career counselor, the researcher has also been forced to be innovative in her work with clients, as the practices workers must use for locating, selecting, and obtaining jobs continue to change and evolve over time.

Throughout this study, the researcher remained mindful of her positive biases toward innovation and took care not to discount any statements from participants that would conflict with her personal viewpoint. Moreover, the researcher acknowledges that she has only limited experience in the professional roles of a counselor educator and is a relative beginner

at research, teaching, and service. She is aware that as a doctoral student, she cannot begin to know the experience of being a counselor educator despite her introductory experiences within their work-related roles. The researcher remained aware of these biases and made efforts to counteract them through memoing, using an outside panel to develop interview questions, and enlisting an outside auditor to review the data analysis process.

Summary

Chapter three provided an overview of constructivist grounded theory research, and then it outlined the ways this theory was used in this study to examine innovativeness in counselor educators. Specifically, the chapter presented the research questions, participant information, instrumentation, and procedures (including participant recruitment and selection, as well as data collection and analysis). The chapter concluded with an explanation of the steps taken to ensure trustworthiness within the qualitative research study, including the articulation of the researcher's positionality statement. The methods outlined in this chapter were used to conduct a rigorous qualitative research study. Chapter four presents the research findings that emerged from this study.

CHAPTER IV. RESULTS

The purpose of this study was to explore the experiences of innovative counselor educators. The results of the study are described within the chapter below. First the grounded theory diagram of participant's experiences as innovative counselor educators is presented. Next all data categories will be presented including categories that were included in the diagram, as well as those that were supplemental and not represented in the grounded theory diagram. The following categories will be examined with supporting quotations from participants: (a) conceptualizing innovativeness, (b) professional experiences, (c) personal qualities and experiences, (d) factors impacting innovation, (d) how counselor educators experience innovation, (e) emotions associated with innovativeness, and (f) innovativeness within counselor education roles.

Understanding the Experiences of Innovative Counselor Educators

Through 60-minute interviews, counselor educators provided their perspectives of being innovative within the field of counselor education. Despite the differences among each counselor educator's experiences were unique depending on their professional work environments (e.g., position type, professional responsibilities, type of institution, years of experience, and program accreditation status). A theory emerged that illustrates the common experiences of innovative counselor educators. Two main categories emerged as part of the grounded theory: (a) individual traits and experiences, and (b) environmental and contextual influences. Within these two main categories are subcategories that serve to more richly explain the experiences innovative counselor educators. Each of these categories and subcategories will be examined in detail throughout the chapter. Figure 3, depicted below,

outlines this grounded theory and corresponding categories that interact to create unique experiences for each innovative counselor educator.

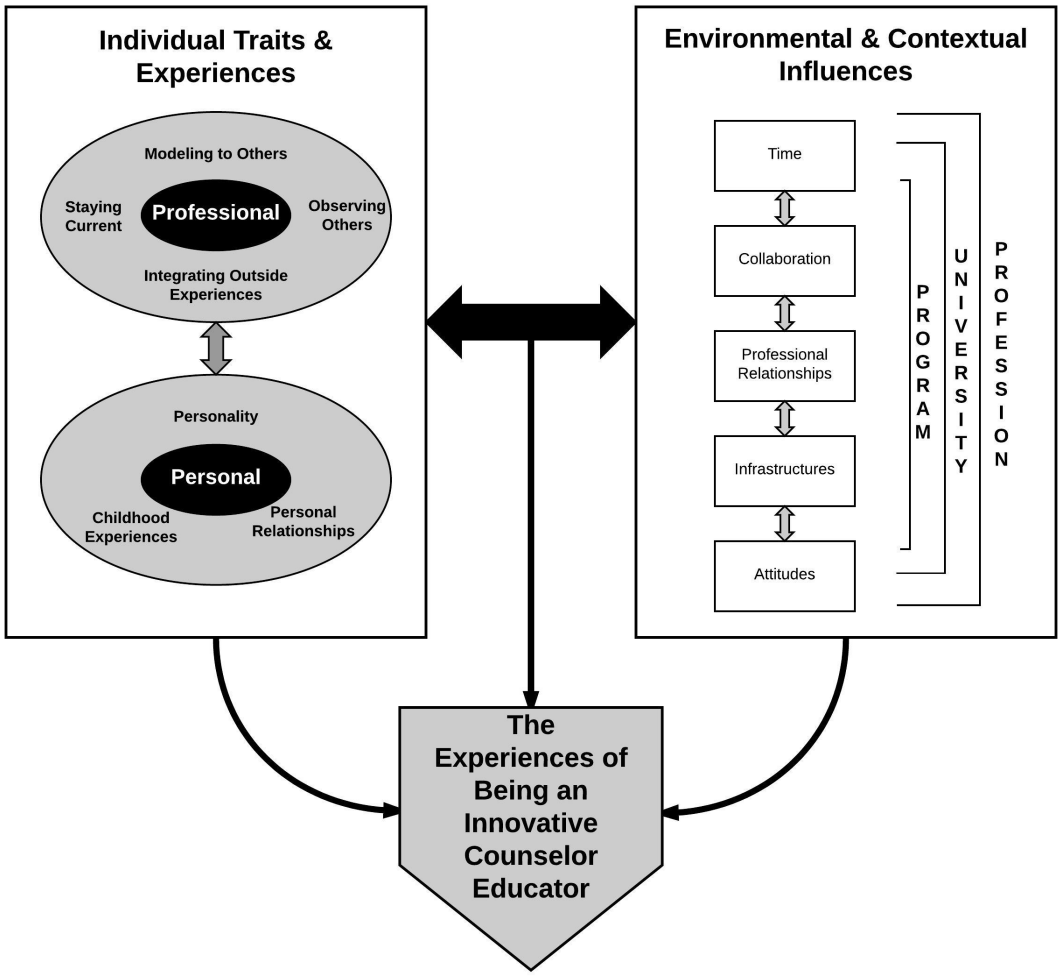

Figure 3. Grounded theory diagram of the experiences of being an innovative counselor Educator.

Conceptualizing Innovativeness

As previously discussed, there are many ways innovativeness is conceptualized across professions. In addition, innovativeness as a concept has not been explored in

counselor education. Therefore, participants were asked to describe how they conceptualize innovativeness as it relates to their roles as counselor educators. The following concepts emerged from the data: (a) creativity, (b) non-traditional, (c) openness, (d) change, (e) risk-taking, (f) newness, and (g) different.

Creativity

Creativity was identified in 16 out of 20 interviews, and discussed on 244 different occasions by the participants. Ten participants used the word creativity or creative within their description of innovativeness. One participant succinctly defined innovativeness by stating " I would define innovativeness as doing things in creative ways." A second participant stated, "To me, creativity and innovativeness are hand-in-hand." While a third participant shared "I first define innovativeness as creativity."

In addition, two other participants saw minor differences between innovativeness and creativity but agreed upon a connection. One participant described creativity as facilitating innovativeness: "I think creativity brings out so much of the ways that we're innovative and it helps us to think outside of the box." In contrast, a second participant described a close connection between the two terms. "I know there could be some nuanced differences between creativity and innovation, but I think they're very connected. So having a creative spirit and approach to what you do is innovativeness."

Other participants discussed the role of creativity in regards to their roles and responsibilities as counselor educators. One counselor educator described the connection between creativity and innovativeness through a service position. "[Service position] is an opportunity to be creative, and really help students to find their voice, and their creative

ideas, and creative potential. So that lends itself to creativity." While other counselor educators connected creativity to teaching, "Being able to creatively create something…. So being able to creatively- I would say teach something in a different way."

Participants also defined innovativeness as creativity in combination with other concepts. One participant combined creativity with one other concept to form the definition in innovativeness, "I guess the words that come to mind for me are creative and non-traditional." While other definitions were more complex involving multiple additional concepts "So any approaches in counselor ed[ucation] that are creative, new, different, non-traditional, and I think focused. That are beneficial, that lead to effective outcomes."

Non-traditional

Innovativeness was described as being the opposite of traditional, or non-traditional, by ten participants and was discussed 311 different occasions throughout the interview data. One participant described innovativeness as advocating against what is considered traditional. "I think it's just, you know, pushing back at what is traditional to try and move forward in a positive and progressive way." In addition, participants described systems, institutions, people, and concepts as being traditional and therefore not innovative. One participant described her campus as traditional.

> So you know, the traditional campus that I currently teach at does not feel the same way about innovative practices as me…. They kind of grapple to hang on to tradition. So it's hard to be innovative sometimes in an institution that wants to remain traditional. And anything that is different or new is seen as a break from that tradition.

Another participant outlined traditional perspectives at a program level.

> But I think they're traditional programs in a sense that they really wanna carry forth the old tradition of what counseling is and really preserve history, the tradition, and

> that's really important to them. And I think that tradition plays out into teaching counseling skills that plays out into teaching what a counselor does and what a counselor doesn't do…. I think they're really more focused on preserving the historical nature of counseling versus really trying to reimagine what counselors might do in the 21st century and what are the needs that counselors can fill that maybe aren't being met.

While other participants described the role of traditional perspectives within the counselor education profession.

> I think the counselor education community just has its roots. It is deeply rooted in this humanistic tradition and that is part of what pulled me in. It's about being kind and understanding one another and connecting and I think anything that poses a risk to that tradition in any way is defended against, and rightfully so. So you know sometimes these new or innovative practices that involve departing from that root and the things that uphold it and grounded the profession are seen as risky and scary.

One participant conceptualized himself as "non-traditional" while defining innovativeness.

> And I think I've always been one of kind, I said that my middle name is "non-traditional" so I've kind of embraced that my entire life. And so I appreciate creativity, and not being boring, and not doing the status quo.

Similarly to other concepts used to understand innovativeness, the concept of being non-traditional was incorporated with other concepts into participant definitions of innovativeness. One participant characterized innovativeness through two basic concepts. "I guess the words that come to mind for me are approaches that are creative and non-traditional." While other participants combined many concepts to create a more complex definition such as "So any approaches in counselor ed[ucation] that are creative, new, different, non-traditional, and I think focused that are beneficial and lead to effective outcomes.

Openness

Openness, or being open, was identified by 16 participants and discussed 103 times throughout the interview data. One participant provided a concise definition of innovativeness by stating "I think it's just that openness to experience." While another participant combined openness with intentionality, "So I am not sure if it's an intentional practice, or maybe it is being intentionally open to trying new things." Other participants viewed a connection between newness and openness through stating " But more broadly, you know, being innovative is just about new, it's about openness to experience and openness to trying things a different way." While a second participant combined openness and newness to describe what makes someone innovative. "I think innovativeness is an openness to try new things because you can do one innovative thing, but I don't think that necessarily makes you innovative." Lastly, another participant combined the concept of openness with change and risk-taking. "I think innovativeness is an approach to a problem or a project that brings about change and transformation, one that requires risk, and open-mindedness."

In addition, being open was used to describe other counselor educators, as well as participants themselves as innovative. One counselor educator described herself by stating, "I'm not sure if I'm being intentionally innovative, but I'm always open to doing new things. And I am always open to try and see if it works." A second counselor educator described herself as innovative and open. "I think the willingness to allow for it, I think being open and receptive to new ideas is extremely important part to being innovative." While another counselor educator described a colleague who was open as an innovator.

> There are two people that I know that are extremely innovative. And one I met during my doctoral program, and he struck me as very creative and open-minded, and just innovative from day one. I mean during my interview with my Ph.D. program I remember that about him.

Change

The concept of change was identified by 16 participants, discussed 79 times, and was included in nine participant definitions of innovativeness. Many participants discussed change as a result or the achievement of innovation. “I think innovativeness is an approach to a problem or project that brings about change and transformation.” A second participant didn’t believe innovativeness would take place without change. “ I’m always updating and making new ideas, and you know I always expect to see a little bit of change somewhere along the line. Because if not, what am I doing?”

Many counselor educators viewed change, as well as innovativeness, from a positive perspective.

> I am a pro-change person. I tend to see change as almost always being a good thing, even if it is changes that don’t look so good at the time. There is always opportunity in change. That is just a fundamental part of how I see the world, and I guess who I am.

A second counselor educator conceptualized change as a positive part of his identity.

> So I see my role and my identity, how I try to understand myself creatively as well as with innovation is a gadfly of how can I poke and prod things to help change in a beneficial way that positively impacts other people.

Change as a component of innovativeness was outlined through the roles of counselor educators. One counselor educator viewed change as transcending across all roles. “ So it’s really, innovativeness is a vehicle that leads to transformative change, whether it’s in a classroom setting, a clinical setting, or it’s a social setting. I think that is what innovation is.”

Another counselor educator discussed change in regard to how it impacts students. "Innovation is going to give me the tools tat I need to really provide my students with what they need to go out there and engage in transformative change." In addition, awareness of outside change was found to help create innovative change in the perspective of one counselor educator.

> When counselor educators are connecting to present day practice, that's when the best kind of innovation happens because they know exactly how the field is changing, how agencies and policies are changing, how the relations are changing, how clients are changing and what their needs are and how they are changing.

Risk-taking

Risk-taking was identified by 16 participants, discussed 55 times throughout the data, and was incorporated into the definitions of five participants. Counselor educators viewed risk-taking as a necessary component of innovation "I think taking risks and being vulnerable is an essential part of innovation." One participant introduced the concept of risk-taking in combination with newness by stating " I think to me innovativeness is the courage to try something new when you don't know how it's going to work out." Another participant shared a similar belief.

> I think that's the other big piece is not knowing how it's going to turn out 'cause there's a little bit of fear that comes with being innovative because you don't know it's a risk, but maybe it will turn out great. So if it's a risk that I'm taking. I feel like it's somewhat innovative.

Despite the negative connotations associated with risk-taking, many counselor educators viewed it in a positive manner. "But I would also like to add that I think it involves taking risks, but it's worth it because so often I see it working." Some counselor educators conceptualized risk-taking as a way to impact students, research, and identity.

> I think it also involves risk-taking for the sake of improving learning for students, for the sake of creating cutting edge, influential, impactful research. And for the sake of developing your own identity as a counselor educator.

Another counselor educator described the connection between risk-taking and teaching, particularly through receiving feedback from students.

> And so sometimes the innovation, it can be really, it's a huge risk and sometimes faculty are not readily willing to take that risk because what's gonna happen is that when they readily take that risk, what happens is that they either can go in one or two directions. So they take the risk, students love it, And then they take the risk and students might completely just hate it.

Newness

Newness was identified by 18 participants, discussed 256 times, and was included in 13 participant definitions of innovativeness. Often newness was discussed as the primary focus of participant definitions of innovativeness. "It's pretty simple. It's something that hasn't been done before. But that, to me, is innovativeness." Other participants conceptualized innovativeness as combining new ideas. "But I think it's really about taking ideas and putting them together in a way that may be new or different." Newness was also discussed as recreating a previous concept or idea. "I think innovativeness is taking something or taking an idea and making it new looking and revamping something." Participants discussed purposefulness in newness as way to ensure innovativeness was intentional. "But it's making the decision that you're going to do something new, whether it's new to you or new to the world." In contrast, others discussed newness as something completely original. "I think that what makes them maybe unique or innovative is that they are doing things that don't exist." Finally, participants stated the evaluation of new ideas was

an important component of innovativeness. “Being willing to try new things, and being able to kind of evaluate our practices so they can work better I guess is a component of being innovative too.”

In addition, newness was used in combination with other concepts to define innovativeness. Some participants discussed risk and newness. “I think to me innovativeness is the courage to try something new when you don’t know how it’s going to work out.” Other participants combined newness and creativity. “I think innovation is creating new ideas, new pathways, new things.” One participant combined newness with three other concepts. “So any approaches in counselor ed[ucation] that are creative, new, different, non-traditional and focused are beneficial, that lead to effective outcomes.”

Eight participants used the counselor education field to create a context for their definition. One participant outlined a goal of bringing new information to the counseling profession. “Innovativeness is the ability or the drive, let’s say the drive, to bring the newest and latest information to the counseling profession.” While another described innovativeness from a behavioral perspective. “I think behaviorally, the way I would define it [innovativeness] is in counselor education, actively looking for pursuing new ways of doing things.”

Different

Fourteen counselor educators identified being different as a concept connected to innovativeness. Being different, or doing different things, was used in most definitions in combination with newness. “It is about trying things that are new and different.” Different and newness were also used as substitutions within definitions. “But I think it’s really about

taking ideas and putting them together in a way that may be new or different." Differences in perspective taking also were discussed. "Innovation is stepping out of the box at least a little bit, looking at things in some new ways, bringing some fresh perspectives to the table, and thinking in a bigger way about things." One participant conceptualized innovativeness as a mindset. "And I'm just always trying to think, how can this be done differently?"

Differences were outlined specifically in regards to context and location of the innovator. "I would define innovativeness as doing things in creative ways, doing things in ways that are different from wherever you are working." Sharing with colleagues at the university level was also identified. "As a counselor educator, it's your chair noticing that you're doing something new and different, or colleagues noticing that you're doing something new and different and then wanting to learn from you."

Differences in regards to the past, or what was previously done, also were highlighted. "I find I want to contribute to the field in ways that are perhaps different than others in the past." Other counselor educators highlighted intentionality in regards to differences as being a key component of innovativeness. "Depending on the context, there could be an enhanced focus on relevance or intentionality, new, different than others are doing, or different that what's been done in the past."

Differences in teaching methods were commonly discussed by counselor educators. "It really, to me, starts with teaching and is grounded in teaching…. But just teaching in ways that seem to be different from the way other people in my program used to teach." While replication of ideas was discussed throughout, an important aspect of repetition was

change taking place with each repetition of a course. “I rarely teach the same way twice. The content may be the same, but the kinds of things I choose to do in a course is different.”

Professional Experiences

Counselor educators discussed a variety of professional experiences they associated with their own innovativeness. These experiences helped them learn to innovative, and continue to express their innovativeness within their roles and responsibilities as counselor educators. The following professional experiences here highlighted by counselor educators: (a) staying current, (b) observing innovativeness in others, (c) modeling innovativeness to others, and (d) integrating outside experiences.

Staying Current

Nineteen counselor educators described their experiences of staying current with professional literature, professional standards, current issues relating to counselors, and other new and developing areas that impact counselor education. Within the learning process, counselor educators emphasized the importance of remaining knowledgeable about current research and teaching trends within the profession.

> I think I just have the dedication to stay abreast of new topics and new methods of teaching and new methods of research and the new research that’s coming out on a monthly basis is just – I think that’s important. To stay informed.

While other counselor educators discussed the need to be current across counseling subject areas. “But I do try to read a lot about research standards and things that folks are doing to ensure kind of, to trigger whatever the new thing is that’s kinda coming out.” In addition to generalized knowledge, continuing to learn within an area of expertise also was seen as a vital part of the experience of learning to innovate.

> So again, I don't think you can be innovative in an area that you're not an expert in because you can't speak with authority. And so you have to keep learning and diving into that content area that you're passionate about and love.

Lifelong learning. A central theme discussed with remaining current was the connection between lifelong learning and innovativeness. Learning was described as a continuous process that extends beyond the student role and continues across the span of a career as a counselor educator. For many counselor educators this was closely tied to their commitment to providing quality educational experiences for their students.

> So I have made a commitment to myself, and to my students, and to my clients that my education hasn't stopped and it won't ever stop. It didn't stop with my defense because I wanna make sure that I'm still providing the best quality education I can to the counselors that enter my classroom. But that will mean things like continuing education, perhaps taking classes in other disciplines, learning about different technologies, going to conferences. Making sure that I'm still learning.

Some counselor educators described a lack of lifelong learning and knowledge as a challenge surrounding innovation. Specifically, part of being innovative was having the awareness to identify areas for innovation.

> I stay in my head a lot. I don't think that's surprising for most counselor educators. I'm always in my head, and I realize there's so much that I don't know. And I don't have a lot of time to figure out what it is that I don't know, and work towards that knowledge. But the strange thing for me about being an educator is, I don't know everything. And how can I teach when I don't know everything? So I am always on this quest to read, and learn, and learn more. But then, the more you do that, the more you realize you know absolutely nothing. And you just keep going at it. You know I think it's more of an existential barrier than it is likely a concrete barrier. I feel like counselor educators need to factor in at least a few hours a day to learn the things that they don't know because how else do you keep going to educate?

Observing Innovativeness in Others

Nine counselor educators discussed how observing others who they viewed as innovative played a substantial role in the development of their own innovativeness.

Counselor educators described how learning from innovators leads to increases in their own learning as a student. “I mean it’s just I know that I learned so much more when I was in a classroom when a professor had sort of a new, kind of creative, fun sort of whacky idea.” For some counselor educators, this observation extended to professionals across disciplines and industries.

> You know, like there’s all of these other professional work experiences that I’ve had that I’ve just seen other people be successful. And I’ve seen people be really good leaders. And I think, you know, that’s what you do. You mirror the things that you like in other people.

Seven counselor educators described observing innovative professors during their own training programs. “Like with the experiences I’ve had with other professors who are also innovative, that’s really important. So listening to and observing other people being innovative is very helpful.” Observing other innovators during their time as students inspired counselor educators to be innovative. “In my Master’s of Counseling program, really seeing that curiosity modeled in some of my professors, really seeing the impact that it had on me and my personal and professional development, really served as an inspiration.”

Counselor educators identified a connection when observing other innovators with whom they shared similar views and perspectives.

> I felt, in my own training that I had very strong models of what a counselor educator looked like and felt some, I guess,- I’m trying to think of the word- compatibility with that I saw of them, and what I thought that I wanted to do in sort of the next phase of my career.

In addition, counselor educators were inspired by observing innovate people and wanted to replicate these experiences for their own students.

> I was motivated by professors and when they continued to drive the passion that I already had internally but I was able to experience from someone else, I just remember that feeling. So I always try to be able to try to provide that for my students.

However, one participant described a shift in the learning process, suggesting reciprocal observational learning is how she learned, and continues to learn, how to be innovative. She describes learning through observation from practitioners, clients, and students as well as peers.

> We're past the time where there was this sort of… a top down approach of learning where, your professor told you what to do as a future school counselor. And then as a school counselor, you told your K12 students what to do. … But what does a third-grader using an iPad have to teach me, as a professor of 20 years, or 10 years, or whatever, about how to teach my courses? And I see that there's tremendous learning that can happen. But I think that there are those in our field of counselor education, who don't see it that way. They don't see the reciprocity.

Modeling Innovativeness to Others

Seven counselor educators shared their experiences with modeling innovativeness to others including students and colleagues. "So I just kind of model stuff that they could do as a counselor educator. So, that makes it easier, and my students are always willing to try new stuff." Four counselor educators used modeling innovativeness as an alternative learning method when they did not observe innovativeness in their own training programs.

> And I just remember thinking, I think we could be doing more engaging activities. We could be applying what we're learning better. We could be making better use of class time to really dig into this material instead of just listening to a lecture or having a class discussion. So now that's what I try to do with my own classes.

Counselor educators take modeling innovativeness seriously. Counselor educators understand that they often act as the face of the profession for incoming students before they enter the field as practitioners.

> And I believe in that so much because the faculty that are counselor educators are the people that we have first contact with, first contact with upon entering the profession. So our students see us. They hear us. They've modeled themselves after us. And if we can't be exemplary models, then what are we doing?

In addition, counselor educators view strong modeling of innovativeness as a way to help the profession through training stronger counselors.

> And so if we're going to have counselors out there for training, counselors that are going to flexible and adjust and adapt to the needs of our clients, I mean if we really want to help them to be open-minded themselves, I think we have to start training them for that in the classroom and help them become open to change and open to new ideas.

Integrating Outside Experiences

Integrating outside experiences was the most widely discussed professional experiences connected to counselor educator innovativeness. Outside experiences took on many forms and were implemented in a variety of ways. The following were methods identified for integrating outside experiences (a) working in another field, (b) learning in another field, (c) interdisciplinary collaboration, (d) integrating new ideas from outside fields, and (e) adapting ideas.

Working in another field. Of the 20 counselor educators interviewed, 10 discussed the role of their previous work experience in fields outside of counseling and counselor education as impacting their innovativeness. Outside career fields included business, entertainment, education, health and medicine, and technology.

> And I think going to different universities always made it seem that I'd work in a lot of jobs. A lot of jobs. It's kind of unbelievable. But I think that's also helped too, you know, knowing that I've worked in so many different industries, to have those experiences, and see how people go about things different, you know, whether pharmaceuticals, or detailing cars, or being the head chef at a nursing home, or working in a school, or working with Alzheimer's patients, working with the courts and stuff.

Counselor educators shared how they integrate their previous experiences to enhance their efforts in counselor education.

> I trained background investigators for about 10 years. Some of that was classroom time and some of that was doing distance-learning and you now, job shadowing, and different things with them. It's what, you know, keeps me interested now and, you know, being innovative in the classroom here. Because you know, things I'd been using for a long time [in training background investigators] seem kind of novel in the counselor education realm.

Of the ten counselor educators who did not disclose previous careers outside of counseling and counselor education, seven described current or past projects based on an outside field as being an example of their innovative work.

> I'm doing something that I consider to be pretty innovative. So the project that I'm working on right now, and I'm actually in the second week of a three-week project. It's a brand new course that I'm teaching on juvenile justice. And it's a bit outside of my wheelhouse, which I think is part of my identity around being an innovator is that I kind of tend to push myself to the edges of things so that I can learn.

Learning in another field. Eight counselor educators identified learning experiences that were based outside of counseling and counselor education as contributing to their innovativeness. Learning took on two different forms. Some counselor educators described the value of self-directed learning in outside fields. **"**Reading things outside of our field and how those things are done is important to me." In contrast, other counselor educators outlined formalized training in outside fields both during their own doctoral coursework and beyond.

> My specialization was in leadership and I took a handful of classes outside of the counselor ed[ucation] department and there were housed in leadership. And one of the courses that I took, was called Human Dynamics in Leadership. And it was interesting to me to see how another profession also talked about human behavior. And so it was nice for me to have a kind of differing perspective on things that I think has contributed to my innovativeness is that I can not only see things from the counseling perspective or through that lens, but I can also see them through the leadership lens.

Formal outside educational experiences were enhanced by the intentionality of the field of study and timeliness of the subject matter choice.

> There was a wonderful faculty member in instructional technology who taught a seminar class every few years on a latest topic- the topic changed every few years based on what the latest and greatest idea was. And so she taught the topic on flipped learning right when the concept was getting popular. And there were only five of us in the class, and so we really got to delve into the teaching approach, again, long before- at that point there were zero counselor education publications on it; now there's only two. But that first sparked my interest

Interdisciplinary collaboration. Thirteen counselor educators discussed the value of interdisciplinary collaborations both within and beyond their university setting. Interdisciplinary collaborations were both formal and informal in nature. Counselor educators found university support and encouragement of collaborations beyond their department to be beneficial in encouraging innovative projects. Specifically, working with university colleagues in outside disciplines was beneficial because of a shared goals and work tasks. "Outside of my department has been great because it enables me to work with people across the university who were trying to do the same kinds of things but clearly in very different disciplines." In addition, counselor educators shared that interdisciplinary discussions allow for the sharing of information and exchange of ideas to use within the classroom setting.

> We sit down and we talk about cool things that we did in our classroom and how it worked out and we do interdisciplinary – we have conversations with other programs and other departments about cool things that they're doing, and now they can incorporate them into counseling and how we can incorporate counseling into what they're doing.

Gaining different perspectives was also seen as a valuable part of collaborating with individuals in outside disciplines. "It is good to pick the brains of people who do something totally different or teach something totally different to see how that's working for them- cause there's just always new stuff out there." For others, the value of interdisciplinary collaboration was the incorporation of outside skill sets to aid in enhancing a project.

> But for me, a lot of it is about like, "how do you take it to the next level?' And the next level often involves people that I don't maybe know who don't know what questions to ask or who to go to or who has the skill set that I need in order to make something work.

Integrating new ideas from other fields. Fourteen counselor educators discussed integrating new ideas from other fields. This included both within and beyond the university setting. While some counselor educators found value in bringing in ideas from outside departments on campus, **"**You know even borrowing ideas from different departments," others found value in utilizing the ideas of others across contexts in a generalized manner, "There's someone else who also has creative ideas I can borrow." Other counselor educators integrated new ideas from other fields through keeping up with current trends and events to best identify ideas to incorporate into counselor education.

> My own work has always been trying to find – I think the skill that I have is being in context with current culture and cultural trends and particularly trends in technology, and seeing these things and going, "Hmm, how could we use that in counseling or counselor education and let me see if I can get on top of this by demonstrating or showing it's possibility.

Counselor educators also intentionally learn from others who are innovative outside of counselor education. Counselor educators learn from other innovators and think about how the outside innovators approaches could benefit the field of counseling.

> But I think that for me, sometimes I have to get outside of my world of a counselor-educator or even school counseling, and see what people are doing in other industries, you know, in other disciplines, that's innovative, and think, oh, wow. How would that fit for school counselors? And how would that fit for counselor educators. I think getting outside of your own comfort zone, your own field, your own discipline is really critical too.

Adapting ideas. Eight counselor educators identified adapting the ideas of others both within and beyond counselor education as a component of being innovative. For some, the ability to do this was viewed as a skill that set them apart from others. **"**So, where some folks are really good at digging deep in certain areas of counselor education, mine is more taking things from other areas and pulling it in with modifications. So I get to continue to do that." Counselor educators shared experiences within the profession of counseling, such as professional conferences, as being a helpful place to listen, and identify ideas to adapt to fit their own needs. "I learned about at a conference and I'm just going to go ahead and integrate that into the class right then and there when it comes down to it."

Adapting ideas is not limited to adapting the ideas of others. Many counselor educators described adapting a strategy or tool used in one of their roles, such as teaching, to enhance their work efforts in another role, such as administration.

> So it's something – if Zoom meeting works well in my classroom, I look for ways to plug it into other things that I do, or if this format of communication – if my students are really into doing blogs – that's something I'm looking at doing next semester is having them blog on our instructional platform. If that really works well for them, maybe that's an opportunity for research. Maybe counseling students might like to blog and then I can do a content analysis of their journaling or something like that and

> use it. I look at – if something's working in one area, then there might be a way of plugging into other things that I'm doing too.

Intentionality also was described as an important aspect of adapting ideas across counselor education roles.

> Infusing those kinds of ideas into all of my roles as a counselor educator, and that's an effortful thing that I do because – if some things work in the classroom, then I probably should be applying it in other places too. They shouldn't operate separately.

Personal Qualities and Experiences

Nineteen counselor educators identified personal experiences and qualities that they believed attributed to their innovativeness. While the types of experiences and qualities counselor educators identified differed, there was consensus surrounding a personal element to innovativeness.

> There's something in the makeup of the counselor-educator and how they approach their work, and I guess that would be an intrapersonal dimension. I think there's something about that. Obviously, I'm speaking from more of an intuitive place. But I think that there's some intrapersonal characteristic or set of characteristics for sure.

Individual counselor educators mentioned hobbies, travel experiences, self-care, and additional personal qualities as attributing to their innovativeness. However, the family and personality factors emerged as the most prominent categories.

Family and Childhood

Ten counselor educators identified family or childhood experiences as attributing to their innovativeness as a professional. Counselor educators discussed their gratitude to have family members who were supportive of their innovativeness.

> Personally, I'd say you know my wife is more of the creative person sometimes in our house and so finding a partner that supports you creatively and supports new ideas and supports your dedication to what you do is pretty vital.

Counselor educators found their innovativeness in regards to their work would sometimes extend beyond the office, and were thankful for family acceptance of their habits. “I think I can’t forget that I have a family that allows me to tinker with stuff. My wife and kids have always allowed me to tinker uninhibitedly.”

Educational experiences within childhood also emerged as a supporting factor to innovativeness in counselor educators. “I would definitely say again my childhood experience and how I personally learned [impacted my innovativeness].” Five counselor educators credited their family’s approach to education as personal experience that impacted their ability to be innovative. While three counselor educators credited a Montessori educational environment as a childhood experience that contributed to their innovativeness as an adult.

> I'm a product of Montessori education, and my mom is a Montessori teacher. I only did it up through first grade, but I've just always thought that that probably impacted the way my brain works, just having that freedom to choose whatever I wanted to learn, and learning in a non-traditional way.

Family culture and support of alternative learning also emerged as an important personal experience of three counselor educators.

> Then personally I think – I grew up in a family that was innovative and thought about things differently. My parents homeschooled my sister and I and that was back in the '80s when people were getting arrested for keeping their kids home from school. My mom was very Montessori in like if we were interested in it she knew we would go into it in a lot of depth. So when I wanted to know check the weather every day for science that was fine with her. So I guess I've always been given permission to do things in a different way.

Personality

Seventeen counselor educators credited their personality, or personality factors, as playing a significant role in innovativeness. Many outlined concepts used to conceptualize innovativeness, such as creativity, openness, supportive of change, and risk-taking. “I think I have since I was a child I've been attracted to art and drawing and crafting and baking, those sorts of things. So I think there's a creative side to my personality that helps.” While others struggled to label aspects of their personality that made them more innovative, they did agree that personality traits played a role in their innovativeness.

> And I talked about personality a little bit before, too, and I think that that plays a role, too. Just my – I think that the natural skills and strengths that I have allow me to see those pictures maybe easier or better or quicker than people who have a different skill set than mine. Granted that also comes with challenges that I have that they might not.

In addition to personality traits being a factor in their innovativeness, four counselor educators discussed the ability to be themselves within their work environment as an important part of innovativeness.

> I think there’s part of it where you get to be yourself. You know, when I think about anything that I’m doing in an innovative way, even in rethinking it to be like, − how have I been innovative? – that’s not language that I use in my everyday schemas. But having been reflecting on this just a little bit, it’s I think, the areas where I’m innovative is where I get to be myself.

Factors Impacting Innovation

Counselor educators outlined a variety of factors that impact their innovativeness. These factors impact counselor educator innovativeness both in positive and negative ways from a variety of sources including programmatic, departmental, university-wide, and

professional levels. The following factors were identified: (a) time, (b) collaboration, (c) professional relationships, (d) infrastructures, and (e) attitudes.

Time

All 20 counselor educators named time as a factor impacting innovation. Many counselor educators named it as the primary factor necessary for innovation to occur. “It’s time. I just need time to focus on it.” Counselor educators suggested that those who have enough time to devote to innovative projects would, in fact, be more innovative. “I think you need to have time to be innovative…. So I think that’s been very important for me and my work.” Having enough time was also needed for concentration on innovative projects, suggesting innovative projects need focused attention. “It’s time. I just need time to focus on it.”

In addition, innovative tasks were described as those that require more time to complete when compared to more traditional tasks.

> So if you are trying something new, the process is probably going to take a little longer because you’re going to have to do a little extra reading and do a little extra legwork to make sure that you’re competent.

Counselor educators, who viewed all counselor education roles as being innovative, stated that they could innovate even the less desirable roles, such as administration, if given ample time. “I feel like I can bring an innovative lens to that [administration] as long as I'm given the space to be able to do so.”

Counselor educators who felt supported by their university and supervisors were more likely to devote time towards their innovative projects without fearing negative consequences.

> And I have a lot of support from my department head and my other faculty members to try new things. And if I didn't have that support and encouragement, I probably would get really discouraged and if my university didn't view that as a valuable way to spend my time, then I probably wouldn't be as likely to spend the time on it.

One counselor educator highlighted specific resources provided by the university, which lead to the creation of more time for innovative projects. "I think things like for counselor educators grant funding, course releases, things that give you the time to execute something that's innovative." While in contrast, counselor educators described an individual level of responsibility to create time for innovative projects. "The time to spend on innovation or creative process, I think that- I need to very thoughtful and intentional about giving myself time and space to write, to read deeply, and to my interest area."

Lacking time. When counselor educators discussed time, they commonly identified themselves as lacking time for their innovative efforts. **"**You know we do a lot of different things and sometimes you just have to get things done. You don't have time to develop the new way of doing them." As discussed above, innovation requires more time than traditional tasks; so lacking time often meant counselor educators would fall back upon traditional practices.

> Time. Time is the biggest barrier. There are only so many hours in the day and with a 4/4 teaching load and by myself, really struggling to get it all done to build assignments, to grade assignments, to build exams, to grade exams, to read text books, put together lectures, put together classroom activities. So sometimes it's easier just to read the book, put some things on slides and call it a day rather than to use a really cool technology or build a Prezi or have everybody use an app together in class. Sometimes it's just easier to fall on traditional methods. So time is the biggest barrier for me right now.

Counselor educators discussed having to adjust their own goals for their work, and demonstrating traditional work product, because of time constraints.

> I think that time is a huge barrier. When I graduated my doc program, I really envisioned myself as a flipped learning instructor. And I realize now, a year and a half later, that I am in sort of a soft-flipped way, and that some of my classes, I have to incorporate a little bit of lecture because, like I said, I didn't have time to make video lectures. And there are other times when I – occasionally I'll think of a really cool activity to do in class, but I will know that I just literally don't have enough time to prepare it.

Counselor educators expressed that a lack of time often meant their innovative projects were not able to be a priority. While counselor educators aimed to make their innovative tasks a priority, they found this challenging because outside time-sensitive tasks could not be dismissed.

> If I hadn't been doing that administrative role, I probably would have gotten to that last year instead of this year. So things like that, just having to reprioritize. I mean, that role was very time-consuming. And it was a role in which a lot of the time consumption was about learning the role itself. You know, it was learning who do you coordinate with? What systems do you use? What procedures are in place? What policies are in place, and things like that. And consulting with the department chair. And I had a department chair who, we worked well together, but she wanted my opinion on everything. And so it was very time-consuming. So I would say that the time that I would have probably ordinarily put into course development, or particularly writing and researching, really went to that administrative role.

Counselor educators described being unable to escape the daily tasks that demanded attention to think deeply about innovative possibilities. "You know, it's things that I want to get done. There's never enough time and space to just be free and be like ok, so. If I wanted to do this, how could I do this well?" The heavy workload faced by counselor educators sometimes created a task completion mindset, which hindered innovative practices.

> I think there is an idea… of just get it done. And I think that attitude, while it's helpful to accomplish tasks, I think stifles this ability to let ideas marinate and really thinking deeply or meditating on ideas because there's this rush to just get it done and go on to the next think because your schedules so full and you have so many responsibilities on your plate. So yeah, I think just having to think about a million other things has really, for me, stifled times and points of innovation.

Counselor educators also connected both a lack of time and too many work related responsibilities as a hindrance to innovative thought.

> I just need some time to like allow those ideas to kind of come to fruition and synthesize. And if I'm really, really busy, doing everything from like scheduling, to field placement coordination, to writing – if I have all of that going on, I have very little time to like let those ideas bloom. … It's just not a lot of time to process new ideas.

Time sensitive deadlines also reduce counselor educators' abilities to be innovative. "If I'm in a time crunch, it [innovation] doesn't happen."

University expectations also played a significant role in limiting time for innovative work. "When you're in the middle of doing the things that you need to do in order for you- in order to do your job well. Sometimes it's hard to have those blocks of time." University-assigned tasks were often seen as distracting from more valued innovative work. "Not everyone has the time to be able to do that [learn new things] because the university might give them other responsibilities that don't give you the space." University culture surrounding which counselor education roles are more valued, led counselor educators often to sacrifice innovation in the area of teaching.

> You know, in order to stay here, you have to do research, and so that should be your number one priority. So similarly, sometimes I'll think of really cool things I'd want to do with my classes, but I'll think, I can't spend that time this week on those ideas; I need to spend it writing because that's what will keep my job. Yeah. And it's related to time. Because I have those expectations – and I like research, and I'm glad I chose an institution that does, too – but because of those expectations, I can't spend as much time as I'd like on the innovative ideas, which for me seem to fall in teaching.

Collaboration

Collaboration was a factor identified by all 20 counselor educators in connection to their innovativeness. Collaboration was a valued experience that counselor educators aspired

to incorporate into their innovative practice. “I like to be as collaborative as I can.” Counselor educators expressed how collaborating with others enabled them to prioritize and complete their more innovative projects.

> I think when things are done as a team, there’s this enhanced motivation of all right, we’re doing this together versus a lone wolf and trying to accomplish something, be it teaching or research, that is incredibly time consuming and tiring. And on your own, it’s really had to do.

Collaboration was also viewed as a way to enhance an innovative project by bringing in outside skills and abilities.

> But for me, a lot of it is about like, "How do you take it to the next level?" And the next level often involves people that I don't maybe know who don't know what questions to ask or who to go to or who has the skill set that I need in order to make something work.

One counselor educator viewed all of their innovative work as being collaborative in nature.

> I think that a lot of the ways that I have been able to be innovative I can’t say are just because of me. In fact, I would never say something like that. They’re usually a combination of really awesome people in my life that are excited and that have ideas. And I really believe my work is collaborative effort. I can’t say anything that I’ve ever done- I haven’t- even in my dissertation- even solo pieces, manuscripts that I’ve written have always been I combination with the insights and experiences of colleagues and of friends and of even family sometimes.

Counselor educators described how collaboration took place within two different environments the university environment and the counseling profession environment.

Collaboration at the university level. Counselor educators discussed how they collaborate on innovative projects with different people across the university system. Six counselor educators discussed collaborating with students, both master’s and doctoral level, on innovative work projects. Some of these collaborations were more formal, such as a degree requirement for the student. “I sat down with a doc student who wanted to co-teach

with me." Multiple counselor educators discussed how co-teaching with doctoral students promoted their ability to be innovative within the teaching role.

> It also could be helpful if, say, a doc student's co-teaching a class with me, just to help with that time factor, because they could help me prepare materials, and also then bring in a whole new wealth of ideas.

In contrast, counselor educators working in programs that did not have doctoral students discussed collaborating with master's level students on various projects. Most of these student collaborations were more informal and evolved over time.

> The other piece, of course, that's sort of new, and different, and innovative I think is we're a Master's only program. But I have three students who participated last spring and this sort of Spring Break volunteer thing that we did, who wanted to help me to develop the course…So they have essentially designed the lessons that we're delivering to the residents, and they're sort of serving as peer supervisors. So even though they're in the program like their peers are, they are overseeing a team of about three or four of their peers in the delivery of the lessons.

Five counselor educators discussed programmatic or department level collaboration. "So I know my faculty here is very collaborative. And so – and that's a very intentional thing." Many counselor educators discussed collaborating within their department or program as a new phenomenon, suggesting that it was previously not a place to collaborate on innovative ideas. "The way that our department is now and being so collaborative and we share those things. We sit down and we talk about cool things that we did in our classroom and how it worked." The departmental or program level collaboration efforts mostly surrounded teaching, and not other counselor education roles of service and scholarship.

> Yes. Increasingly I can do it within my department. We think in terms of teaching and technology pieces. Others have gotten interested in doing that and have done things that I haven't done. Now it is sort of a group think about some things; a group problem-solving sometimes.

The most common form of collaboration discussed by counselor educators at the university level was interdisciplinary collaboration. Interdisciplinary collaboration was described by some counselor educators as an intentional opportunity created and emphasized within their university.

> Our university does a really nice job, I think, making sure faculty can meet with faculty from other colleges and other departments, other areas on campus just to see what people are doing and how we can learn from each other, and that's been very beneficial. It is good to pick the brains of people who do something totally different or teach something totally different to see how that's working for them or – 'cause there's just always new stuff out there.

Counselor educators found interdisciplinary collaboration valuable as an opportunity to share ideas to enhance their own skills and practices. “Interdisciplinary – we have conversations with other programs and other departments about cool things that they’re doing, and now they can incorporate them into counseling and how we can incorporate counseling into what they’re doing.” Counselor educators discussed interdisciplinary collaboration most often surrounding teaching.

> Outside of my department has been great because it enabled me to work with people across the university who were trying to do the same kinds of things but clearly in very different disciplines. To look at some of the challenges and limitations that they would run up against and think about whether those were also limitations for me or whether counseling offered some opportunities in the courses I was teaching to do some things that they couldn't do.

However, service and scholarship related interdisciplinary projects also were identified as valuable. “And so this juvenile justice [project] kind of opportunity presented itself last spring, where I was approached by some professors in our Law School, to do a Spring Break volunteer experience at the Cook County Juvenile Detention Center.” In addition, another counselor educator discussed collaborating with a fellow counselor

educator within the department to create a new counseling journal. “So with [colleague’s name], who is still there, he and I created the [journal title], one of the first online counseling journals. The first online counseling journal in our field.” Counselor educators also emphasized the importance of bringing together people from connected disciplines to model to students what interdisciplinary collaboration could look like in the field.

> Or you’ve got a room full of school counselors and we’ve got a room of future principals and we’re right next to each other. How can we get those groups together to do something? So we’re always – I think we’re actively looking for possibilities in terms of how we can connect different programs to each other to ultimately benefit the community. And sometimes that involves doing really interesting things in terms of classwork or research or partnering up with student organizations. So there are lots of little things, I think, that end up making a big difference.

Three counselor educators were working on secondary campuses, having physical distance between themselves and their fellow counselor education colleagues. These counselor educators discussed how their physical environment led to more interdisciplinary collaboration.

> I am on my outreach campus, we have different programs than they have on main campus. So there’s, kind of – there are things up here that we can do and collaborate with and we do guest lectures for each other’s classes. We encourage our students to participate in each other’s research so that they have a broader variety of participants.

One counselor educator discussed collaborating with university staff, as opposed to other faculty, with the planning of creating a new counselor education specialization on their campus. They viewed this collaboration as a way to more effectively implement their ideas by tapping into practitioners in the field, who were also colleagues that were close in proximity.

> But at the same time able to create a third viable track that's integrated into our university's community you know as far as what we do to team meeting where we've

> got a bunch of people around from Student Affairs and our university and got them around the table and bounce ideas about how college counseling students could be useful to them as GAs and even through work-life.

Collaboration within the profession. Sixteen counselor educators discussed collaboration at the professional level. Collaboration at the professional level was more widely discussed than collaboration with other counselor educators within their immediate programs.

> And I think that it's so helpful to have more exposure in the profession to do that, to have your connections outside of your institution and to have a really good close-knit team of people that you can really trust with the kinds of work that you're trying to do. And so I would say exposure and connection in the profession with instrumental to what I would say would capture innovation in our work.

Collaborations at the professional level were both formal and informal in nature. Formal collaborations often took on the form of service related projects, related to tasks such as journal editing or leadership position related committee work. “And I am a journal editor with some people that are pretty creative, and open-minded. So I try to just keep myself involved in those communities, outside of my current workplace.” Formal scholarship collaboration took the form of book writing, specifically with the purpose of finding others who were most knowledgeable in a particular subject area.

> And I think recognizing your limitations is really crucial. And, that being said, since everybody’s limited, finding those people that are value add, that are contributing to the idea, to the end goal in a way that you’re like, oh yeah, that’s what we were going for. And so now we look at this book, and we’ve got, I don’t know, maybe like 12 other authors.

In contrast, informal collaborations were often initiated because of previous relationships that were both professional, and sometimes personal, in nature. “My friends- So I actually ended up having two friends, in different areas of my life, really interested in

ecotherapy. And both of them had said something to me about doing a project together."

Seven counselor educators described their collaborative relationships as both personal and professional.

> Well, with the first one, we were friends so we visit each other, and go to conferences and see each other. We text each other. We spend time on the phone. And he's constantly like– we process things. So he's one of my people that like if I have a family issue or a medical problem, like we talk. He is a really close friend and colleague.

Informal collaborations often relied on previously established relationships. Five counselor educators discussed methods for collaborating with previous students.

> I'm not her professor anymore, but she was asking me about it. And together, we talked about how she could collect all of this data and how she could really be able to utilize the role of the school counselor in terms of supporting the academic career and socioemotional needs of her students through this program. And so, this opportunity to collaborate with her, in this effort, and to see her excitement …And I'm not even her professor anymore, although we're probably gonna write this up together.

Often these professional level collaborations with previous students were in the area of scholarship, specifically writing.

> Right now I am working on an e-book with a former doc student of mine. We decided to do this at an ACES meeting. We were sitting in a program about doing e-books, iBooks, doing books online. He leaned over and said, "I've been thinking about doing one on process stuff," which is kind of what I do, "and I wondered if you were interested in doing a book with me." I said, "Yeah," like that.

Information collaborations also took place between counselor educators who were classmates at a previous institution.

> I feel like I've been lucky to have coming out of my doc program we're a small cohorts and we're pretty close so we continue to collaborate on presentations and writing things and even teaching things. When one of us is teaching a new class we send the e-mail out and get resources and ideas from different people…. I mean I collaborate with my coworkers, but I do more outside of my faculty.

Only one counselor educator discussed collaborating with practitioners, and specifically highlighted the use of technology to make collaboration more accessible.

> Twitter itself has been kind of a think tank of sorts where we share ideas with each other, and ask questions. And I've played a part in trying to establish and maintain the community of school counselors that is on Twitter.

Isolation. Seven counselor educators discussed feeling isolated, or experiencing isolation in relation to their innovative work. Many conceptualized isolation as a part of the larger experience of being an academic. **"**Which is part of an academic isolation that occurs when you're kind of focused on particular ideas that other people aren't interested in or don't get. So you have to get comfortable with that." In contrast, other counselor viewed isolation as being associated with the experience of being innovative.

> So in the moment when you're doing it, it feels very isolated. …. So yeah. So that is sort of the thing that I think is the other side of the sword with innovation. It can be exciting. It can be fine. You get to play, be creative. You get to think outside the box. But it's also very isolating.

Isolation within the university. Seven counselors identified as being isolated within the university environment. Many discussed this isolation as being related to a lack of support for innovativeness within their program, department, or university.

> In many ways, the current context that I'm in is such that I'm innovating in a vacuum, in a bubble, I'm doing it on my own because it is what feeds me as a counselor educator, despite the fact that I don't have really much encouragement from them.

Anti-innovation perceptions at the university level, which inhibit innovativeness, will be discussed in more detail within the perceptions of innovativeness section.

Three counselor educators discussed isolation from their programs because of their location on a secondary campus. These counselor educators were separated from the rest of

the counselor education program faculty by distance, as well as by working within a secondary subset of the program. “I run a satellite program. It's kind of isolating where I'm located, I'm not located on the main campus. So I’ve got a lot of distance from the rest of the program.” Being separated from other program faculty was seen as a component of their isolation. “So half – most of my faculty is on main campus and I’m up here with one other faculty member running this branch of our program.” Although innovative counselor educators often work in close proximity with other colleagues, there may be factors that keep them isolated on a daily basis. One counselor educator describes the experience of attending the American Counseling Association conference as an ideal time to catch up with colleagues.

> I love conferences, in part because it gives me the space and the time to reconnect with people. And sometimes there are people in them who literally are down the hall from me, who is just like, "Oh, let’s find time to get coffee," and we don't get coffee until we're in Montreal. You know? Ridiculous. But I hate that we have to go to a conference to create that time and space. What I’m trying to figure out is there a way to bring some of that to our maybe not daily, maybe not even weekly, but to create some space and time for that in our current jobs and in our current tasks.

Job functions and roles were also named as factors, which led to isolation among counselor educators. Specifically being the only faculty member responsible for a given project led to feelings of isolation.

> I would say with the EDS program, obviously what sets it apart is that I’m the sole one that has this responsibility, being a program coordinator for it and being the one who will actually teach most of these courses. So honestly there’s kind of a – almost just kind of a one-woman show … I really like to function independently and to take full ownership and investment in something. But it also can be very isolating at times too, since I am kind of the one-woman show and one-woman responsibility, in addition to being a regular faculty, I think that also adds – just kind of adds to the experience that I have looked at it.

The presence or absence of doctoral students also emerged as being related to either collaboration or isolation for innovative counselor educators. One counselor educator at a master's only training program, shared this as a type of isolation. "And for me, I think it's another piece of what's motivating me being innovative is that, and I don't have the opportunity here to work with doctoral students, which is something that I'm craving tremendously."

Professional Relationships

All counselor educators discussed how the presence or absence of professional relationships impacted their innovativeness. Professional relationships led to a variety of experiences. These relationship components include: (a) autonomy, (b) mentorship, (c) supervisory relationship, and (d) collegial relationships.

Autonomy. Fifteen counselor educators discussed either the presence or absence of autonomy as a factor that influences their ability to be innovative. Overall counselor educators valued autonomy stating, "I would say autonomy and spontaneity is really important to me." Roles counselor educators found to be most conducive to innovation were also roles where they believed to have the most autonomy. This was common surrounding teaching practices. "I think the teaching role is conducive b/c nobody tells you how to teach. You've got almost complete freedom, within reason, to do things any way you want to do them." Also counselor educators enjoyed the research role because of its autonomy. "I think teaching and research there you have the most autonomy to kind of do your own things allows you to be very engaged with kind of an innovative process."

Counselor educators also expressed how the university, as well as their department, created an autonomous atmosphere.

> And I think the last quality or characteristic is that I have a lot of freedom. I'm so fortunate at my university, there's very little oversight about how I teach or what I choose to research and how I choose to research it. And so that allows me to act on my ideas and not feel stifled or not feel like I have to teach this class the way it's always been taught, or I have to continue someone else's research.

In contrast, a lack of autonomy was associated with stifled innovativeness.

> But I have a colleague at another university who gets observed a lot more often, and I think if I were, again, I might be less likely to do certain activities in the class because I'd be worried what my observer thought of it, or if they understood it like I do. I think I'm more willing to take risks without someone checking in or looking over my shoulder, because I think the risk is worth it and I think it'll pay off, and I'm willing to do so if nobody's checking in on me.

In addition, less experienced faculty members reporting feeling less autonomous in their roles.

> And I think as an early career counselor educator, sometimes you don't feel like you have as much freedom as you really do. but there was still this feeling of – well. I want to make sure that this department is happy with my work. The students are happy. That I'm doing what's expected. That I'm not teaching this class extraordinarily different than the way that the others are teaching the class, and so that students are getting the same experience, and the same learning outcome.

Mentorship. Fourteen counselor educators discussed the presence or absence of mentoring to be associated with their innovativeness. "Mentoring has been such a foundational part of innovation." Counselor educators discussed how having strong mentors contributed to their innovative work.

> I also think that mentoring has also – it's so empowering to have that, to have really good mentors in our lives because they empower us to be more creative with our work, to be more innovative in such a way that helps us understand and live our identity so that it's genuine and authentic and it's congruent with the people that we want to see, particularly as we share that work with our students.

Counselor educators who were still early in their career often cited their mentors as professors from their previous educational experiences. “And I think, professionally, I’ve had some great, great mentors even all the way back to undergraduate and in my Master’s program and in my doc[toral] program.” Many counselor educators described their mentors from their student experiences as being innovators as well.

> I give a lot of credit to my mentor… just kind of teaching me from the very beginning to try new things and be interactive and read constantly and stay on top of everything. So I think having a good mentor relationship is something that really added to my experience with said desire to be innovative. You know learning from somebody who was innovative and is dedicated as I was pretty special. So professionally I'd have to give most of the credit to that mentoring relationship.

In contrast, others discussed receiving poor mentoring within their own student experiences, associating this experience with the culture of a research one institution.

> But I think sometimes that was discouraging of us being creative in terms of our research because the faculty didn’t always have the time and space to support us or to be involved a much as we would want them to.

Mentoring was discussed less frequently at the university where the counselor educator was employed. Specifically, one counselor educator discussed the negative experience of receiving poor mentorship from a colleague at her current institution.

> If I had to put it at a spectrum of good and bad, I've seen many, many different ways that the good has catalyzed my particular identity, but also just the meaning in my journey and my development as a counselor and a counselor educator. I've also seen the bad of it. I've been in the politics. I've been in the particular aspects that focus on ways that mentoring was not good. Mentoring was not only absent, but there are some times when it was harmful, in what we could call perceived mentoring.

While more seasoned counselor educators discussed their role of mentoring other counselor educators, as well as students, to be innovative professionals in the future. “So I

find avenues where I can suggest more suggestion and creativity, and I try to inspire those that look to me for guidance to be more creative."

Supervisory relationship. Seventeen counselor educators discussed the how their relationship with their supervisor impacted their innovativeness. The presence of a positive relationship between a counselor educator and their supervisor enhanced the counselor educator's ability to be innovative. "So I think developing good relationships with those people that you have to answer to is really vital, because that gives you the freedom to try those new things without having a lot of pushback or anything like that." Counselor educators, who had positive relationships with their supervisor, often were encouraged to pursue their innovative ideas.

> We had a Dean there who was – liked people to show up to work which is what we did because we care about our job and liked to be present, which we did. And he was happy to see us do any kind of productivity. He wasn't going to qualify it in terms of level of scholarship. He just wanted us out there doing good work and that was sort of a freeing thing in that program…So having an administrator who is willing to let you – and not necessarily reward you, but encourage you to do whatever is good and innovative to get the name out.

Counselor educators who had positive relationships with their supervisor, described their supervisor as possessing many of the same qualities the counselor educators used to conceptualize innovativeness such as openness.

> I mean he's just open to ideas. You know I can bring him something and explain it and show it to him and then you know, there's times even when he has reservations and he'll say, well, let's give it a shot and let's see what happens. I think just that openness to experience. You know, he at the same time, trusts my judgment that, you know, I'm not going to do anything that's going to you know put the student's learning in jeopardy.

While other supportive supervisors were described as being risk takers, and enjoying technology.

> The dean of our school is all about technology and innovative thinking and pushing the limits as to what we can do. So having that support is really great. But he also gives us a long leash to kind of do that on.

In contrast, counselor educators who reported a negative relationship with their supervisor felt their innovativeness was stifled, and were less likely to innovate.

> I have had experiences where I've had people with a degree of authority who, thankfully, weren't in our field, who have sent a very clear message that there are rules and systems that should not be messed with, with an implied like, "Or else," tacked on. Like I said, thankfully the interactions with those people weren't in – those people themselves were not counselor educators, but they were people who were in positions of power. So, in those spaces, for me there's not only a – like a wagging of finger in like a, "Don't do that," or, "This is the way it's always been, so, don't mess with it," sort of message delivered that stifles creativity and innovation. But there's also potentially a level of fear that gets added to. And for me, personally, when I feel – when I am uncomfortable or fearful, I don't – I'm not in the same head space that I usually am when I'm innovative.

Collegial relationships. Eighteen counselor educators discussed how their relationships with colleagues impacted their innovativeness. Innovative counselor educators highly valued their relationships and found them to be essential to their own success.

> I think that for innovators or people who consider themselves to be innovators if they don't have access to other people who are encouraging that behavior or that way of thinking, they could potentially just kind of shut down.

Relationships with colleagues within the counselor educators' program, department or university were discussed as being supportive of innovation. "I feel that my program has a really strong – what do I wanna say – we communicate really well with each other and we have such a great regard and respect for one another as colleagues." Counselor educators also discussed benefiting from personal relationships with colleagues within their program.

> My coworkers like there's five of us and we get along really great. We're kind of an anomaly. You know we go to dinner at each other's house. We really get along well. But I feel like most of my professional collaboration – they're kind of my support, but they're not the people I collaborate with as much.

Positive collegial relationships often took on the form of informal interactions outside of formal faculty gatherings.

> So things like sharing ideas over coffee, to hearing a professor talk about a new approach in a classroom during a faculty meeting – those like very small moments build up to a stronger sort of network and validation of being innovative in the classroom.

More commonly, innovative counselor educators discussed the positive aspects of strong relationships with colleagues outside of their department at other universities.

> And so, my network is big, and I continue to grow that, whether I'm at conferences or through the consultation networks. And I just- I have ended up being able to work with people that I would never have known otherwise or just- we get together, and we talk about something, and there's excitement that comes in.

Counselor educators referred most often to relationships which began during their times as a student. "I think professionally I've received a lot of encouragement, especially from one of my best friends in my doc program she was a year behind me, but really helped me." Counselor educators also valued their outside relationships with counselor educators who served as their professors while in their roles as students. "I feel really lucky to have such a great relationship and such great teachers that I can still call on today and that I get to consider colleagues now."

Three counselor educators discussed their positive relationships with practitioners working within the field as supporting her innovativeness.

> It has been being connected to innovative school counselors or other innovative people. I get a lot of my ideas from people in the field, and I don't necessarily mean people in the field of counselor education; although, I'm seeing that begin to change."

In contrast, counselor educators also discussed how having negative collegial relationships can impede their innovativeness. Most commonly, negative relationships were identified at the program or department level. "Right now is a time that I just don't feel that I can be innovative. I'm in an environment where there's a lot of shaming, and blaming, and bringing up the past, and not very constructive confrontation happening." Observing or experiencing negative collegial relationships made counselor educators fearful to act on their innovative ideas.

> She was like crying and sharing with me personal experiences she's had with our coordinator that just were shocking, you know, how she had been yelled at in front of students, and told never to do certain things in the classroom. And I was shocked. So that conversation really opened my eyes up to – okay this isn't something that I want to mess around with.

Competitiveness was identified as a trait associated with negative collegial relationships that can hinder innovativeness.

> And so those things, kind of, fuel that creative energy to be able to be open with people and to share ideas, I think, helps contribute to that environment of feeling supported as opposed to a more competitive environment where you would worry that other people were trying to make you look bad all the time, which I think happens in a lot of places, unfortunately. But it doesn't – it's not conducive to being creative 'cause if you're afraid and you're not going to be very creative.

Infrastructures Impacting Innovation

Infrastructures in the program, university, and professional systems consistently impacted the innovativeness of counselor educators. The two structures discussed most consistently were the tenure system and standardization within the counseling profession. At

the university level, all tenure-track or tenured professors discussed the impact of the tenure system on their innovativeness. Some found the tenure system to not adequately evaluate innovativeness.

> How promotion and tenure committees evaluate innovation. They don't have a mechanism for doing it other than this article got so many hits or it's cited a lot. It doesn't necessarily mean it's innovative, it just means that is good information.

More specifically, counselor educators discussed how the tenure system was not structured in a way to reward more innovative projects.

> We did an online tech journal for a while and all of those things were seen as important and influential, but traditional tenure promotion methods don't know how to deal with that and they still don't. They don't know how to evaluate impact. You know, impact is based on a journal that goes out to 1,000 people that 3 or 4 people have agreed that this article is worthy of being in there and that has been cleared by them to be in there. Of the 3,000 people that get it, maybe 10 or 15 will actually read the damn article.

In addition, counselor educators felt those individuals who were evaluating their ability to be promoted within the tenure system did not value innovative, or non-traditional efforts.

> I was producing a column every month or every couple of months and my person in my program, a senior faculty, said, "Well, do you really want to do that? Is that we want to put your energies in?" They were quite well published in the traditional way and I think they were, in an affectionate way, trying to say, "Maybe you need to do some legit stuff if you want to be full professor, or if you want to advance. Do you really want to spend all of your writing energy on this?" That felt a bit discouraging, but I also felt like this was an opportunity that I couldn't turn down

However, pre-tenure and tenured faculty agreed that time spent as a pre-tenured faculty member was very inhibiting to innovativeness. “I think that was the most constrained I felt in terms of innovation was during that six years of going through that process.” Being a pre-tenured faculty member was viewed as being unprotected, and vulnerable.

> I think my innovativeness was inhibited as a junior faculty member because like pretty much everybody else you are paranoid about getting tenure and about doing things – only coloring within the lines, not outside the lines. I think my learning curve during that time was: How can I contribute different ideas or different perspectives in ways that didn't ruffle too many feathers along the way.

Tenured counselor educators expressed how they had to produce more traditional work during their pre-tenured years, and waited to pursue their innovative work until they achieve tenure.

> I had to do the traditional stuff that you have to do to become a counselor educator and become a tenured counselor educator during my tenure process. I really respect the people nowadays that have to do that because they have to really grind stuff out that fits a traditional pattern that just doesn't fit who I am.

However, tenured counselor educators discussed how they are able to pursue their innovative projects with less resistance and inhibition post-tenure. "Being post-tenure is nice because you get to stop doing other people's work and start doing your own."

The standardization of the counseling profession was also cited as a structure that influences innovativeness both at the university and professional levels. On the university level, many counselor educators found standardization to be most inhibiting to innovation with regards to their teaching.

> We're trying to somewhat standardize our syllabi …And so there is continuity amongst instructors, but an obvious limitation of that is you're being handed this syllabi at the beginning of a course rather than being able to infuse your own spirit, your own perspective in a very deep or comprehensive way. You're having to, within the confines of the book you're reading, the assignments that are given, trying to create that spirit of innovation within the confines of that. So I would say that there is definitely some limitation due to some of the standardization we're trying to do around our syllabi.

Whereas other counselor educators with more administrative responsibilities discussed how standardization can impact innovation across all aspects of a counseling program.

> Going through the accreditation process. That entails the control of every single moving piece within your program… I think that just suffocates whatever innovation you want to include in the work that you do because you're constricted by all of these things that, you really don't have a lot of control over, but you know that they, on a programmatic level, are important. And, you know, these standards that we have to meet, whether it's accreditation standards, or professional standards, or whatever it is, they're becoming more and more influential.

On a professional level, many counselor educators expressed concern of the standardization process limiting innovation across training programs, creating a problem for the counseling profession. Counselor educators feared their programs would be perceived in negative ways if not accredited, and felt the pressures of being traditional to receive accreditation status.

> I think when a program is coming up on accreditation they're less apt to be innovative because they wanna make sure that they are being viewed as purists when it comes to be counselor educators and they don't wanna step too far outside the box and be perceived as radical.

One counselor educator also described a lack of infrastructure at the programmatic level as being hindering to innovation.

> And there weren't any program meetings, and I wondered about that. I noticed that the chair….The program coordinator was extremely independent in her work and didn't really share it with the other faculty members. And the other faculty members didn't really say much and kept to themselves. And I just sort of wondered about that. As a new faculty member I thought, there doesn't seem like there are open lines of communication.

Attitudes of Innovation

Nineteen counselor educators discussed how program, university, and professional attitudes surrounding innovativeness impacted their ability to be innovative. At the department and program level, only three counselor educators described a climate supportive of innovation and change.

> My faculty you know, like all of my colleagues. I just have some really great colleagues, and I think that without that, then I wouldn't have that space. Or, I wouldn't have that excitement. Or I wouldn't have that purpose.

Some translated this support into open dialogue surrounding programmatic issues and potential changes.

> I feel that my program …we communicate really well with each other and we have such a great regard and respect for one another as colleagues. So any time there's a decision about really anything, it could be a student concern, it could be programmatic issue, it could be about funding or how we're gonna allocate our resources, we do an excellent job with having a dialogue as a group and then coming to consensus.

Others characterized program level support for innovation by curiosity regarding new projects.

> I think my colleagues, there is a phrase that I say that generally will bring them to my office and I'll say, "Hey, you want to see something cool?" And they'll come to the office because they know that I've been tinkering with something and want to show them how it works.

Some counselor educators found support from their university for innovativeness, yet resistance from those in their program.

> The program in your department and your university don't always align in terms of what they value. So that can be difficult to navigate sometimes. So maybe a program really wants you to be innovative and to try new things, but your department really wants to see evidence-based practice. And not really open to trying new things.

In contrast, 13 counselor educators described innovation-resistant culture within their programs, departments, and universities.

> I'm not in a culture that encourages my ability to get things done. So a big barrier for me, I think, when you were talking about barriers, is the culture and the climate of the department, or the college, or whatever. You know, I get much more encouragement and motivation from the students than I do from my own colleagues.

Overall institutions, and specifically universities, were characterized as being resistant to innovation. “Institutions don't like to change, and change is not always a positive thing.” Environments resistant to innovation were also described as having traditional practices.

> They kind of grapple to hang on to tradition. So it's hard to be innovative sometimes in an institution that wants to remain traditional. And anything that is different or new is seen as a break from that tradition.

Counselor educators described how people within their environments were resistant to change, out of fear of breaking with traditional practices.

> It was very frustrating because people always said, "That's the way we've always done it," right? Like that was the always like, "Well why do we do it this way?" It was, "Well that's the way we've always done it." To me I was like, "Well you know we're not in a very successful state. Like if the way we've always done it is the way we're going to keep doing it, we're never going to be any place" or do anything or get better; like if you don't change you're just kind of stuck.

At the professional level, counselor educators found individuals to be very supportive to innovativeness, but the group culture was often resistant. Six counselor educators described facing resistance to innovation at the professional level. Counselor educators connected this resistance to valuing traditions.

> I think the counselor education community just has roots. It is deeply rooted in this humanistic tradition and its part of what pulled me in. It's about being kind and understanding one another and connecting and I think anything that poses a risk to that in any way is defended against, and rightfully so. You know, so that's the hard part I think is just sometimes convincing others that they, you know, the objective here is not to depart from those roots. But it's to find new and maybe even better ways to make them stronger.

Professional attitudes surrounding innovativeness translated specifically into the area of scholarship and research practices. One counselor educator discussed struggling to get certain research methodologies published that were not traditionally valued in the counseling

profession. “So you get these traditional thinkers from the research and that they wind up putting obstacles or roadblocks in your way of doing stuff.” While a second counselor educator connected perceptions of innovation to valuing or rejecting certain research methodologies.

> From a research methodology standpoint, there are certain methodologies that are considered more legitimate than other methodologies… And so that presents somewhat of a limitation with regards to the options of research methodologies that are on the palette for – that are commonly accepted within the counseling profession.

Incentives and consequences. All counselor educators described both incentives and consequences of their innovativeness both within their universities as well as the counseling profession. The presence of either incentives or consequences tied to innovativeness was closely connected to perceptions of innovation both at the program, department, and university levels. Internal incentives were the most commonly described by counselor educators, who found enjoyment from being innovative as a personal incentive to continue with their work. “Oh, it's fun. I just think it's fun. Like playing with new – playing with ideas and coming up with new solutions and solving new problems, it's just – it's fun.” Counselor educators described being innovative as the enjoyable parts of their work tasks. “I just enjoy my day so much better if I can be creative, and think of new things, and go outside of the box a little bit.” In addition, being engaged in work tasks was viewed as an internal incentive for innovative work. “I try and find some way to integrate creativity I think probably in most things that I do I think to keep myself engaged and entertained.” Avoiding boredom was an incentive for ten counselor educators. “I have a craving to be creative, and so that would not be fulfilled if I just was a boring teacher.”

Fifteen counselor educators found creating a quality student experience to be an internal incentive to be innovative. “I feel like our students get a lot out of it. I care a lot about our students and I see them grow so much.” In addition, viewing students develop into innovators was also an internal incentive to continue with innovative work.

> Then when I hear them and see them doing innovative things with clients, you know the creative, and they changed the process a bit with a client in the clinic, that’s also very motivating for me to keep up the innovation.

Many counselor educators noted a lack of external incentives from the university, colleagues, or the profession. “The kind of things that I mentioned [innovative projects] aren’t rewarded.” Mores specifically, counselor educators noted how typical external incentives are not often given to counselor educators with innovative projects.

> And it’s internal and you have to get used to that process because they don’t really give awards for this kind of stuff and you don’t get grants for this kind of stuff and the university system doesn’t necessarily pat you on the back for this kind of stuff.

Counselor educators most commonly discussed fear of known and unknown consequences they faced as a result of their innovative projects and actions. Consequences were discussed at the university, department, or program level. Some counselor educators discussed a fear of consequences, as a result of observing the culture, despite not knowing what the consequences would be. “And I had this feeling like, don’t uncover stones. Like, don’t turn over any stones. Just keep things kind of status quo.”

In regards to known consequences, counselor educators discussed being fearful of developing negative and disruptive reputations within their departments and programs.

> I think that also if you are in an environment where the norm is king, and people who are who are trying to change a system are seen as less than, rabble-rousers, or young and naïve, or whatever they're tagged as.

Counselor educators also experienced negative consequences of being reprimanded for their actions.

> I had also been like called out for something that I didn't even realize was a problem… and was just sort of shocked by how that was handled. And so anyways, little situations like that happened enough that I'm like, okay, this is not a good place you can be vulnerable. And, like I said before, I think innovation requires vulnerability.

Most commonly counselor educators faced the consequences of frustrating their fellow faculty members. "So, don't shake things up too much; shake it up just enough that people appreciate the work that I do, not frustrate them with the work that I do." This was a consequence that was most concerning to pre-tenured, or early career, counselor educators.

> I think so from my perspective now. I mean maybe when I have tenure in a few years hopefully, knock on wood – that – I mean I may see the same thing then; I don't know. But I do know there's just kind of the specific pressure that I feel, as a pre-tenured person, to be careful and kind of stay within norms generally. So, don't shake things up too much; shake it up just enough that people appreciate the work that I do, not frustrate them with the work that I do.

Pre-tenured faculty members discussed fear of consequences more often than their tenured counterparts. However, even tenured faculty members reflected on similar fear of consequences during their time as a pre-tenured counselor educator. "I think my innovativeness was inhibited as a junior faculty member because like pretty much everybody else you are paranoid about getting tenure and about doing things – only coloring within the lines, not outside the lines."

Lastly, a few counselor educators discussed potential job loss as a feared consequence.

> Fear is a strong word, but when you feel like your job might be at stake if you don't do something X way, then it doesn't mean that you don't think around it or innovate around it, but in the moments afterwards, it's just kind of a, "Okay, this is – maybe this isn't what I should be doing." And that's hard.

Coping strategies for resistance to innovation. Nine counselor educators discussed coping strategies for dealing with resistance to innovation from others in their professional lives. Counselor educators emphasized the importance of perseverance and the strength and determination to stand up and fight for innovative ideas. “It’s often times not handed to you when you bring out some new ideas that seem different. You’ve gotta be ready for resistance. You gotta be ready for hesitancy and you have to fight for those ideas.” Counselor educators emphasized the need to be comfortable with scholarly debates and sometimes conflict when introducing ideas to others.

> I think that’s really been ingrained in me whenever I mention something different or unique or different idea perspective way of doing something, is that I’ve come to really just be comfortable with people not being comfortable with those ideas initially.

One counselor educator found word choice, and phrasing, when presenting the new idea to be a successful way to reduce initial resistance by fellow faculty members.

> And so if you say that you're going to revise something it sounds a little better coming from you as a first-year faculty member than if I had said I wanted to change something or if I approached it and said, “Hey, if we want to be really innovative, maybe we could try blank.” That probably won’t be very well-received. And so I think that it’s important to kind of know your place in your environment in trying to channel that innovativeness.

Only one counselor educator discussed an approach to facing resistance at the professional level. However, this counselor educator shared that this open communication strategy could also be used at the programmatic level.

> I'd like to go to some of the presentations and even present myself on some to these topics and you know oftentimes you'll have someone who will be perceived as a heckler. Right. Somebody who's come in strictly for the reason that they know they're going to disagree before they've even kind of heard them out. And those are the people I think that are the most important. They come in and they challenge. And even if their motivation isn't that way they just come in and listen and they genuinely have an issue with what's happening. I think we have to have the conversations. We have to have the hard talks. We have to – but at the same time be open to new experiences. So I think some of that is sharing. You know just sharing what we've learned, what we've tried. You know what the failures and successes were and do what we do best and communicate with one another.

Innovation Process in Counselor Education

Throughout the interviews, each innovative counselor educator described their experiences as a professional. While describing how their innovativeness has impacted their career, counselor educators also described how they innovate. Through these descriptions, a process emerged depicting how innovation happens within counselor education. The following experiences make up the process of how counselor educators experience innovation: (a) identifying a need, (b) generating ideas, (c) discussing ideas with others, (d) experimenting with a new idea, (e) receiving feedback, (f) evaluating an idea, and (g) adapting an idea. Figure 4 depicts the process of how counselor educators experience innovation.

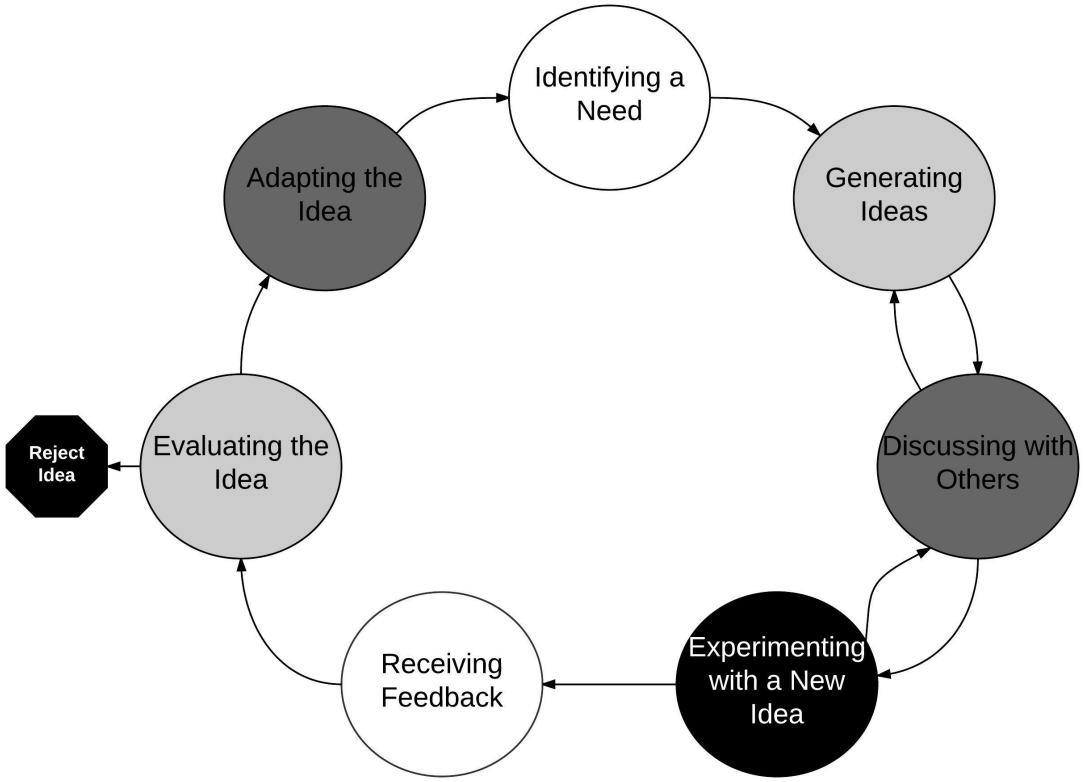

Figure 4. Innovation process in counselor education.

Identifying a Need

Innovative counselor educators begin the innovation process by identifying a need for a change or an innovation to occur. This need can be viewed as a problem needing to be solved. "I've got this problem that I'm having a hard time solving." Identifying a need was operationalized in differing ways such as a system, task, or concept that needed to be improved, or a new resource or concept the counselor educator identified with a need to incorporate it into their practice.

Counselor educators who identified a need for improvement within a previous system, task, or concept highly valued intentionality. These counselor educators viewed their

situations as problems that need to be solved with a clear goal in mind. For example, some counselor educators identified need through evaluating current practice. “How could I make this more effective? How could I be unique? How could I not bore my students when I’m teaching? Intentionality behind solving problems was also highlighted by many counselor educators. “It’s how do we do things that are novel but not just because they’re novel, but because they actually are meaningful and can do- and can solve a challenge in a different or better way.” Within their innovative practices, one counselor educator discussed utilizing a practitioner based problem as a driver for being innovative in teaching.

> But if you think about it, if you’ve got a bunch of elementary school students, doing even a 20-minute traditional talk therapy is not necessarily going to be the most effective way to reach them. So, how can school counselors think about tapping into the technology that's pervasive and that’s really a part of the language that their students speak as a way to help them and as a way to really start to think of themselves as innovators and creators?

Another counselor educator identified a problem involving curriculum design that was inappropriate for the needs of her students as a driver for implementing a change.

> But then I started working with the China students, just in a broader spectrum, and not really the Special Issues class, and I realized that they should not be treated like American students. They should not be given an American curriculum, regardless of the fact that they signed up for an American mental health counseling program. So I’m kind of taking the Special Issues class that I’m teaching, and experimenting with it, not doing refugees and undocumented populations, because that’s not an issue that’s incredibly relevant for China, but doing something that is relevant for my China population and my China students.

While other counselor educators identified problems through observing inefficiencies on a programmatic level.

> When I got here, the way that advising was done by faculty was such that we weren’t operating from any one document. Each faculty member had their own kind of forms that they were using or set of information that they were using. And people who had

> been here longer were using documents that were older, and things were not necessarily the same from one faculty member to the next. So this created some confusion with students because they would ask one faculty member a question and get one answer, and ask another faculty member another question and get another answer.

Generating Ideas

The next step in the innovation process was generating ideas. “The innovative headspace is a little bit different. It’s looking at something and saying, Ok this has been helpful in this way, but I wonder what would happen if we did this instead?” Counselor educators generate ideas in different ways. Some counselor educators found idea generation to occur by a chance encounter to exposure to a new piece of information at the right time. “And sometimes someone will mention something and it will lead to a thought that leads to another thought that takes me down another rabbit hole of possibility.” While other counselor educators found that idea generation was dictated by a need to fit a specific opportunity. “And so, what’s been helpful…. is maybe I stumble across something, maybe there’s a little bit of internal funding that spins off an idea that I can sort of take and run with it.”

Counselor educators offered differing perspectives on the role of collaboration versus individual thought during the idea generation phase. Many counselor educators discussed one-on-one collaboration and interactions to support the idea generation process.

> I might sit in a session, and then leave the session and be like, "Oh, I just thought of this, this, and this," and then run into somebody happenstance who was in the same meeting, and then you're like, "Oh, can you – let's sit down and chat about this," or, "What have you been up to," and it turns into a two-hour conversation that generates new ideas and new things, and it's awesome.

For example, one counselor educator highlighted the collaboration with doctoral students as helpful for idea generation.

> I sat down with a doc student who wanted to co-teach the course with me and I said, "Why don't we try and get people to think about theories in different ways?" The different way we thought of was various dimensions.

In contrast, counselor educators also found group discussions to repress the idea generation process.

> You may have heard probably old research about how if you tell a group to brainstorm together, they come up with far fewer ideas than if you ask them to individually write down brainstorming ideas. So I don't know if in that sense, if a whole department was brainstorming how to teach one class together, I think it would limit your innovation and creativity because you would hear their ideas first and then maybe not come up with your own.

Many challenges to idea generation were similar to those cited as barriers to innovation in general. Counselor educators specifically highlighted a lack of time and competing responsibilities. In addition, one counselor educator described how a task-focused mindset could limit the idea generation process.

> I think there is an idea that, again, I learned in my doc program of just get it done. And I think that attitude, while it's helpful to accomplish tasks, I think stifles this ability to let ideas marinate and really thinking deeply or meditating on ideas because there's this rush to just get it done and go on to the next think because your schedules so full and you have so many responsibilities on your plate.

Discussing Ideas with Others

Discussing ideas with peers, colleagues, and personal relationships was identified as the next step in the innovation process for counselor educators. Who counselor educators shared with depended upon the culture of their department, and if they believed their innovativeness was supported. Meaning, if a counselor educator felt their innovative ideas were valued and supported by their colleagues, they would be more likely to share these ideas with colleagues within their department or college. "I have a lot of people around me

who I'm able to bounce ideas off of and be like, Ok, have I completely lost my mind or is this really a cool idea?" The value of discussing ideas with peers was receiving feedback on ideas to better refine them before application.

> You know, whether it's just talking about them with a colleague, or my boss, or another faculty member, or you know, just being able to share those ideas, and discuss, and flush them out, and not be afraid to say – oh, yeah. That's a terrible idea. I don't know why I just said that. You know, and really be uninhibited and be able to process.

While other counselor educators discuss their ideas with other faculty members within their program with the primary focus of sharing information.

> I think my colleagues, there is a phrase that I say that generally will bring them to my office and I'll say, "Hey, you want to see something cool?" And they'll come to the office because they know that I've been tinkering with something and want to show them how it works.

Experimenting with a New Idea

The next step outlined in the innovation process was experimenting with a new idea, applying it and seeing what happens next. Counselor educators stressed the importance of having the confidence to try something without any guarantees of success, "I think it goes back to I'm willing to try anything once. You know?" Experimenting with a new idea often involved trying multiple approaches to find the best solution to a problem.

> I have a problem that needs solving. Let me backtrack and see – going in the front door isn't working; let's see if I can find a back door or a side window that will help me kind of meet the challenge or create a new solution

Counselor educators identified the need to create a calculated risk, trying out a new idea that they had the most confidence of success. "You know, and some of it is just giving it your best shot and saying you know I think this is something that's going to be effective and try it

out." However, given the risk involved with experimenting, counselor educators also embraced the unpredictable nature of trying a new idea, opening up to a potentially bigger payoff.

> I like the idea of doing something that is somewhat new and somewhat you can't totally predict the outcome of it. You hope for the best, and sometimes it turns out even better than what you think it is going to turn out.

Counselor educators also planned for setbacks if experimenting with an innovative idea did not work out as planned. "You always need a plan b because its never 100 percent that it is going to work the way it is supposed to work. Most of the time it does." Counselor educators expressed comfort in setbacks, and communicated how to reduce any anxiety in others.

> It is kind of an adventure. If we run into- when we have technical problems it's not a big deal; we'll figure it out. Don't freak out if you're on the other end and you get cut off. We'll work it all out. It is sort of a no-fault situation.

Receiving Feedback

Once an idea has been implemented, counselor educators discuss the importance of receiving feedback from others. This feedback is received in a variety of ways both in formal and informal processes.

> It's just kind of how I try to stay on top of it. But I think it's kind of – for me it's just a constant feedback process. How can I get feedback from others, and how can I solicit that in a way that helps me improve whatever it is that I'm doing?

While feedback can be received from a variety of sources, counselor educators discussed primarily receiving feedback from peers or colleagues.

Peers. Receiving feedback from peers occurred in both formal and informal ways. The most commonly discussed form of formal feedback from peers involved teaching observations.

> I try to get feedback from my colleagues at least once a semester on my teaching. And teaching observations from my colleagues and getting feedback from them and seeing where they think I can improve, because you can't you don't know what you don't know. So, getting that feedback is really important.

In contrast, feedback from peers also occurred in informal situations, such as unplanned conversations whether intentionally or unintentionally sought out by the counselor educator. Topics of peer feedback were diverse and applied to all roles of the counselor educator including scholarship, teaching, service, and administrative responsibilities. Counselor educators found both positive and negative feedback to be valuable. “Yes. Sometimes it was positive and negative from the same person, like, This is cool that you're doing this. This is pretty neat, and I am not sure if it is what we should be doing." Also soliciting feedback from peers who provide challenging and truthful feedback was most helpful when beginning to examine an innovative idea.

> But I also really value and I put people in my life that are gonna give me that really challenging feedback. And the feedback that I've gotten from my colleagues and friends is that we know we can be as direct with you as we need to be, and you're gonna really think about it. Not that I always take everybody's feedback, but I'm always thinking about it. I think that's important as a counselor educator and as a counselor is to be a good listener.

Counselor educators discussed how receiving feedback from others could help them to incorporate a more realistic perspective into their projects and actions. “And some of that also is to say, ‘All right, you need to come back to reality here, 'cause this is a little bit – this is a little bit too much here.’ And so, I get reined in.” Counselor educators would go beyond their immediate program or department to seek feedback, often from colleagues at outside universities.

> That's great but I also think that it is so much more helpful when you have different perspectives from different contacts. So it's different when I get to talk to my colleague who is at an institution that isn't in the Midwest region.

However, feedback from peers was avoided when departments or programs had a culture in which innovative ideas were not valued or accepted. “Oftentimes I would share more of what I was doing a year later when I kind of had it down than when I was first stepping out and trying to develop it.”

Students. Student feedback was cited as the most common way to receive feedback. Student feedback was also solely focused on evaluating innovations occurring within the teaching role, and not applied to other roles. This means that those who are innovating outside of teaching, and in departments that were not supportive of innovation often did not receive feedback during their innovation process.

Openness to receiving feedback from students was emphasized by counselor educators.

> So I guess what I’m just trying to do is really hear what my students’ needs are in a very genuine way and integrate that into my teaching and allow them to really engage with the process as learners.

Student feedback is received by in informal and formal ways. Informal methods of receiving feedback from students can be real time evaluating immediately following the experimentation with an innovation.

> And when I try new things with my students, I try to get immediate feedback in the classroom, kind of like, "Thumbs up, thumbs down, how did that go for you? What were your thoughts on that? How did it meet your expectations? How did it not?" So, kind of informative feedback. So, right when we do new activities or try new technology. And sometimes they say they hate it, and that's okay. So, we're not gonna do that again; that's good.

While other informal methods of receiving feedback from students can take on the form of conversations outside of class time.

> So I would say some students are extremely engaging, and they really want to do something innovative, and creative, and let you know that. And they talk to you after class and they say, this is so cool.

Whereas formal feedback was also received, taking on the form of student evaluations of teaching at the end of each semester. Counselor educators expressed concern about innovative ideas potentially leading to lower student evaluations of their courses. “I just don't want them to dislike the class or dislike me because again, you do need those evaluations for tenure.” Counselor educators acknowledged there was a significant degree of risk involved when implementing innovative strategies within the classroom, as student perceptions of innovation can be both positive and negative.

> And so sometimes the innovation, it can be really – and so it's a huge risk and sometimes faculty are not readily willing to take that risk because what's gonna happen is that when they readily take that risk, what happens is that they either can go in one or two directions. So they take the risk, students love it. And then they take the risk, students might completely just hate it.

However, counselor educators found students to be supportive of innovation within the classroom. “The feedback I get from students, particularly in my classes is so complimentary about how doing activities makes them better understand material. Or often focusing on the application to counseling helps it seem more useful for them.” One counselor educator reported that students appreciate the variety of teaching strategies used within a course.

> And the feedback I’ve gotten so far with my students is that they really like not knowing what’s going to happen when they come into class, that it’s not just going to be the same didactic lecture every time.

More experienced counselor educators urged new counselor educators not to limit innovation out of fear of negative student evaluations.

> So, you know, the feedback I've gotten from my students is that they really appreciate that classroom space that allows them to try things, too. I don't – I think I would just want, maybe, new counselor educators to know that just because you try something new doesn't mean that you're going to tank your student evaluations at the end of the semester.

Counselor educators found one way to reduce negative student feedback regarding innovation was to be transparent about the experimental nature of their innovative strategies.

> Students respond well to you at least trying something new even if it doesn't work out. 'Cause they recognize that you've tried and they appreciate that, especially if you're open about, well, that didn't work out well. But, yeah, I think students appreciate it so much when you try new things in the classroom.

Evaluating Idea

Next counselor educators discussed the importance of evaluating an idea to determine its effectiveness. "So I think that's kind of part of it is I'm constantly evaluating what I'm doing in the classroom." Evaluating an idea often utilized multiple forms of information from multiple sources.

> You know feedback from students, from other faculty from, you know, your own evaluation of events and learning outcomes. There's a lot to look at to determine whether or not this is the best practice, you know, for you to use.

The timing of evaluating an idea differed depending upon the innovation and the situation. Some evaluation surrounding administration can be postponed for longer periods of time, after thoroughly collecting feedback from others. "So, next year, when I revisit things, I'm going to have tested this, this, and this and see how that works." While examining a larger teaching intervention that spans the semester needed to wait to evaluate after receiving

feedback at the end of the semester, or in real time of applying an idea. “And then kind of reevaluate after the semester or kind of as we go along how the tool could maybe be used in a more effective or efficient way.” Other counselor educators viewed evaluation as a constantly ongoing process. “You know, you’re always evaluating, always assessing, always thinking, you know what could I be doing better?”

Often the timing of an evaluation was related to whether or not the counselor educator perceived the innovation to be a success at the time of application.

> I have those moments. I bring an activity to class and it didn’t go the way I expected and now I’m really transparent about it. Okay. Well that’s not how I saw this conversation going and this is where I hoped we would get. And so that’s okay. Let’s move on. You know? So owning when it doesn’t work out.

In addition, counselor educators stressed the importance of acting to enhance student learning when they evaluated that an innovation was not effective.

> There have been times when I’ve had stuff kind of fall flat, It didn’t work the way I expected it to and then, you know I have to intervene because the students’ learning is, you know, the most pressing concern. It’s the most important part of what we do.

Whereas when counselor educators perceived an innovation as effective, or successful, they reported being more systematic in their approach, collecting formative and summative data to more comprehensively evaluate their innovation and present their findings. “Here’s what I’ve done. These are the outcomes that I’ve had. These are my successes. Let’s do this more.”

Counselor educators emphasized acceptance during the evaluation stage of the reality that not all innovations would be effective, and to not let that stand in the way of innovating

in the future. “But you know, that comes with the cost of trying new things, we’ve got to get over the fear of failing or things not working.”

Adapting Ideas

The final step in the innovation process is for counselor educators to use the information gained from evaluating an innovation to adapt the concept to make improvements or apply it to a different situation. Counselor educators were consciously aware of the adaptation process and discussed it across types of innovation projects. “So then I kind of pulled it apart and redid it in a different way.” Adapting ideas to evolve over time was something applied to all ideas, whether perceived as success or failures. “So it’s just one of those things we’re constantly thinking. Okay, so this did serve a purpose, and it did great things. And is it still needed in the same way that it was?” Counselor educators viewed the adaptation process as a fun and enjoyable process. “And every year I just want to make it more and more exciting for them and so add different elements.” Those who adapted innovations within their teaching found that students and colleagues came to expect ongoing change and adaptations of their ideas. “I’m always updating and making new ideas you know they always expect to see a little bit of change somewhere along the line.” Adapting ideas was also conceptualized as learning from the experience, and was perceived as an essential element of the process. “And I think every time I teach it, I learn something. And so if I’m not taking what I’m learning and applying that to do a better job the next time, then what the hell am I even doing?”

Innovations that were not successful were either rejected entirely or adapted by incorporating feedback and observations of the counselor educator. “Like, hey, we’ve tried

this, It didn't work. Now we're doing something different." Rejecting an idea was viewed as an accepted aspect of the innovation process. "Some of them work, some of them don't. Even from the beginning as a counselor, when I was doing college counseling we were always trying to think about new ideas and some of them failed." Counselor educators were not dissuaded by an innovation being rejected, but rather viewed it as part of the experience of innovating. "It's interesting when something flops, which it can from time to time, it's not disheartening in the same way because you're trying something new."

Emotions Associated with Innovativeness

While counselor educators were not asked directly about the feelings they experience while being innovative, it was shared by all 20 counselor educators throughout the interviews. Both positive and negative emotions were identified depending on the situation. All counselor educators experienced both positive and negative emotions in regards to their innovativeness. Table 8 lists the range of emotions shared by counselor educators, and the frequencies each emotion was discussed.

Table 8. Counselor Educator Emotions Associated with Innovativeness

Positive Emotions		Negative Emotions	
Emotion	Frequency	Emotion	Frequency
Accomplished	6	Conflicted	10
Comfortable	20	Discouraged	6
Confident	8	Frustrated	17
Empowered	14	Inexperienced	5
Energized	21	Isolated	13
Excited	95	Misunderstood	7
Free	41	Pressured	10
Inspired	24	Restricted	7
Passionate	20	Tired	5
Supported	105	Uncertain	3
Validated	5	Uncomfortable	11
Valued	33	Unsuccessful	13
		Worried	21

Note. Frequencies listed above correspond to the total number of times each emotion was expressed throughout all 20 interviews.

Innovativeness within Counselor Education Roles

When asked if certain counselor education roles were more conducive to innovation than others, counselor educators had varying perspectives. Nine counselor educators stated innovation is role specific, citing teaching as the most conducive to innovation. “Teaching role is conducive because no one tells you how to teach.” Six counselor educators stated innovation was not role specific, citing the counselor educator’s mindset as the only limiting factor. “While they might not be all equally exciting, its all about how you approach it and finding opportunities to make some of those less appealing responsibilities more meaningful.” Five counselor educators stated innovation potential depended upon the context

and environment of the counselor educator with a specific focus on acceptance. “So I think it's perhaps not the role as a counselor educator, but maybe more of the context that is it accepting of innovation or does it rather make innovation easier and more challenging.”

Counselor educator roles and responsibilities were discussed in depth and used as examples to highlight both supports and challenges to innovation within the professional setting. When prompted to discuss an innovative project, eleven counselor educators discussed a teaching related project, and nine counselor educators discussed a scholarship related project. Three counselor educators discussed scholarship projects surrounding a teaching approach, but identified these projects as scholarship and discussed them from the perspective of research. Counselor educators were asked to compare roles in regard to innovativeness specifically in regard to their past and present experiences. Differences were found between which roles counselor educators discussed most often, and which roles they perceived as more or less conducive to innovation. The three primary roles of teaching, scholarship, and service were all discussed, and are explored in greater depth below.

Teaching

All twenty counselor educators discussed teaching in the context of ways they see themselves as innovative. Two counselor educators discussed the profession’s culture as a reason the teaching role is conducive to innovation, suggesting that the profession highly values educating future counselors when compared with other professions. “So I think the part for me that counselor education really is a lot more innovative than any other field is the education piece. It’s the emphasis on education and pedagogy.”

Eight counselor educators stated teaching was most conducive to innovation when compared to their other roles. “If I had to say the top one, I really would say it was education, the teaching part.” Counselor educators stated that innovation in teaching is the initial step to being innovative in other areas.

> For me, the entrée into doing innovative stuff in counselor education is really true teaching through what I can come up with. If I don't do creative things in my classes, or if I am bored with what's going on, it is my own fault because I can change it up at any time. That challenge is always there.

In addition to being innovative as instructors, counselor educators felt through their teaching, they could train their students to be innovative within their own future roles as counseling practitioners.

> So, again, these are kinds of things that in my practice and my teaching as a counselor educator….we're talking about how can you be innovative in your practice? And if you're given this, how can you make this into kind of a greater learning opportunity?

An essential component of teaching students to be innovative counselors is communicating intentionality in the innovation that is being used, a standard that counselor educators also held themselves when in the innovation process.

> And so, that's one that is something that I'm looking at as far as a way to help them see themselves as more creative and learn the ways that they can use technology not just for technology's sake, but to meet the needs of clients whose needs aren't being met in a more traditional sort of talk format way.

Reasons teaching is innovative. Counselor educators credited different reasons for teaching being conducive to innovation. Four counselor educators cited the connection between creativity and teaching. “There’s opportunities to be spontaneous, to be creative with assignments. So teaching, I would say, the actual role of a teacher in a classroom is conducive to innovation.”

Six counselor educators discussed the autonomous nature of teaching. The classroom was viewed as a protected place for freedom of expression. “And so in the classroom you’ve got a lot more freedom.” Counselor educators found that teaching provided open opportunities for innovation. “I think a lot of my opportunities have come through teaching.” While stating the lack of supervision associated with teaching role also supported their ability to be innovative with the teaching role.

> So, in teaching, definitely I think innovation is huge in teaching. And I think that I'm grateful for being a professor because I've got a lot of flexibility in how I teach and why. I feel like I want to be intentional in everything that I do, and I don't have someone looking over my shoulder and saying, "No, we've always done it this way; so, you need to do it this way, too.

Counselor educators also stated innovation happens within teaching because there is no pre-determined structure or set of rules dictating teaching methods and approaches. “I think the teaching role is conducive because nobody really tells you how to teach. You’ve got almost complete freedom, within reason, to do things any way you want to do them.” In contrast, a few counselor educators did not find teaching to be autonomous when compared to other roles such as research.

> I think that’s one of the beauties of being a counselor educator is that you can still kind of channel your unique ideas and your innovativeness because you have full control over your research, for the most part, versus your teaching and administrative responsibilities, do have some level of being dictated by others. Your research doesn’t.

Four counselor educators outlined how the role of teaching is conducive to change, suggesting that innovation and change are connected. Change surrounding the academic calendar, and repetition of teaching courses was suggested to support innovation. “When you know when you’re looking at teaching and prepping classes that changes you know semester

to semester. So I think that's one thing that sets it apart." In addition to class repetitions, the counselor educator's interest in changing their teaching approach on an ongoing basis was also found to support innovation.

> So with my teaching role I feel like there's always opportunity. It keeps me on my toes first of all. And then when I'm thinking about or looking up or researching or lesson planning, I always have to refresh. You know every time I've taught this class, even though I've read the book backwards and forwards, I'm still looking up new ways to teach the material.

The experimental nature of teaching was also outlined as a reason for teaching being conducive to innovation. Counselor educators expressed how they often use their classrooms as an opportunity to test out new ideas. "And the teaching; you know, for me – God bless my students because they've had to suffer through some of my crazy ideas in the classroom, but it becomes a laboratory for ideas for me." Counselor educators stated the importance of being intentional when testing out new ideas within the classroom.

> Yeah, I guess in the teaching side I suppose I'm always trying to – I don't know if it's that I'm – and that's one thing that I should include. I'm not sure if it's like I'm being intentionally innovative, but I'm always open to doing new things. And I'm always open to try it and see if it works.

Counselor educators stressed the importance of understanding the level of risk to student learning when experimenting with innovation, stating that student experience was the most important consideration before trying out new things.

> Sometimes the idea that innovation, in a lot of ways, takes a leap of faith. And there are times that that's less appropriate than others. So I'm not gonna do something super innovative that's got a really high-stakes potential consequence for my students if it hasn't been tested before.

How teaching can be innovative in counselor education. Many counselor educators provided examples of how they were innovative within their teaching responsibilities. These

examples were diverse in nature and applied to a variety of courses, program levels, and course formats. Innovation within teaching occurred in three ways: (a) delivery methods, (b) assignment or interventions, and (c) content.

Delivery methods. Eleven counselor educators outlined innovative delivery methods when discussing their innovative teaching approaches. Technology was a common focus of course delivery with all eleven counselor educators describing how the use technology to enhance course instruction. "You know, but when it comes to other practices in the classroom I think we have a wide breadth of tools that we can use, and then if we implement in a very careful and very concerted way they can be effective." Some counselor educators discussed using technology to simplify the administrative aspects of teaching a course allowing for more class time to be devoted to engagement.

> Then after that I think as far as the classroom goes though I'm all about using technology, integrating any types of platforms I can into the class. Specifically you know anything I can get them to do around quizzes and just kind of general maintenance of the class setup technology is really great because I think innovations start with planning your classes and making sure that the nit-picky stuff taken care outside of the classroom when you're putting in great hours of credit you're actually engaging with the students.

Other counselor educators discussed using technology resources to supplement the information and learning taking place within the classroom.

> I work with the publishers with the books, ideas and if they've got any online platforms. Like Cengage has got a really good one called, "MindTap." What it does is it takes quizzes and everything like that outside of the class. I can test through the platform, I can assess through the platform…. All that kind of stuff they can do before class, so when they [students] get to class we're able to be really interactive.

Counselor educators also discussed different approaches related to online learning. Nine counselor educators mentioned online learning as a way to be innovative in their

teaching roles. “I've always had a lot of interest and done a lot of online learning. So it is a chance, in terms of innovation, for me to look at some technologies and do some things that I haven't done yet online.” Examples of differing degrees of online learning were provided included courses hosted entirely online, hybrid courses, and flipped learning courses.

*Online course delivery***.** Six counselor educators discussed teaching courses using an online delivery method without any on campus requirements.

> I put a lot of time into designing my courses and right now I am looking at taking two more courses online in the fall. They are both doctoral seminars that I have been teaching for a long time. One is leadership and one is consultation. Both of them I have had online components, more or less depending on the semester. Now I am going to take them fully online.

Faculty members discussed how introducing a course online can be innovative within their immediate environment, but not innovative within the larger system of teaching as other universities or fields are already teaching in this way.

> There is no such thing as an online doctoral course at this point in time. There is really almost no such thing as an online Master's course either. So in a very traditional world this is innovative. In the grand scheme of things it is just what a lot of people are doing.

Resistance to the innovation of online course offerings was discussed as an issue at the program, department, university, and profession levels.

> I mean fighting just to deliver online courses here was a task. You know the faculty here voted unanimously, the undergraduate faculty voted unanimously not to deliver online courses for undergraduates. Our graduate school being considerably smaller and not falling under the same sort of structure, we were permitted to deliver online courses without a full faculty vote.

Hybrid course delivery. Three counselor educators discussed hybrid course delivery in relation to innovation in teaching. Hybrid courses were seen as innovative because of how they often solved problems faced within the learning environment.

> I teach a research class and I do it in a hybrid method because of the amount of the time that students need to actually complete research it's not always conducive to spending three hours a week in a classroom.

Flipped classroom teaching. Four counselor educators discussed using a flipped classroom teaching style as an example of their innovativeness within the teaching role. Flipped learning is defined as, "an educational technique that consists of two parts: interactive group learning activities inside of the classroom, and direct computer-based individual instruction outside of the classroom" (Bishop & Verleger, 2013, p. 4). Using the flipped classroom approach was viewed as a way of increasing student engagement within the classroom, in contrast to more traditional teaching styles. "With my doc students I'm trying flipped classrooms and really trying to really engage with new pedagogical models and help my students become more engaged with their learning vs. doing kind of a didactic lecture style." While some counselor educators had been using the flipped classroom teaching approach for an extended period of time, they discussed the importance of innovating their flipped teaching style as the approach becomes more popular. "So the flipping thing is something that I've been doing for a number of years, but it also is something that I revisit as I read about how it has changed over time too."

Assignments and teaching interventions. Seven counselor educators discussed their innovative teaching in the form of assignments and in-class teaching interventions. Teaching interventions and assignments took on many forms, including activities conducted both

within and outside of class time. Many of these teaching related activities also involved the use of technology.

> I'm working on an interactive tool that I can use both in the classroom and then in the online environment that allows students to engage – like with fictitious clients and, you know, they get a scenario which will say, okay respond in a way that a solution focused counselor might respond to the client. So it plays a bit of audio, you know, they choose a response that would be indicative of that particular theory. And then they would get some type of feedback right. And it would be kind of like a simulated counseling session with this fictitious client.

Counselor educators also discussed incorporating outside media, such as podcasts, social media, and films, to better illustrate and apply course content to real life situations.

> I suppose one innovative thing that I did, especially with this class and I've done with some of my other classes, is also integrate podcasts. I don't know if you're a podcast fan, but I listen to a lot of them, and so I started asking myself, which of these are related to the topics we're discussing? So for my Lifespan class, it was easy, because each week we would study a different lifespan stage. So I would often for homework have them listen to some podcast that told a story about a woman who had a baby prematurely when we were studying prenatal development, or about elementary school students when we were studying that, or older adults when we were studying that.

Counselor educators emphasized the importance of being innovative within their teaching assignments in a purposeful way.

> Anyway, I asked the students as an assignment, to do Mandala…..The summary version is, they reflected on their theory of interests and how they sort of process their role as a clinician, and created a Mandala. And if you're familiar with a Mandala, it's basically what's referred to as The Sacred Circle. It has a long cultural and spiritual foundation. Anyway, it's a circle that sort of represents the whole in the process. So they created these individually, and then brought them to class. And some of them used all of these natural materials like leaves and shells. And others used black and white pencil. They varied a lot. And they brought them to class, and then I had them do a reflective activity where they spent some time deeply reflecting on the symbolisms that they chose/the symbols that they chose in their Mandala. And I had them really consider what those symbols reflected back to them about their values. About their culture. About how they're conceptualizing their role as a clinician. And I

> helped them sort of use this reflection or this mirror in the Mandala to better understand, in a deeper level, who they are as blooming clinicians.

In addition, counselor educators developed innovative assignments to create an environment where students learned about multiple different skills within one overarching project.

> I have them develop an original research idea and then I group them into teams that have similar ideas… They do a review of articles. So they do four quantitative and four qualitative, but they review it and then they give it to one of their group members for feedback and then they have the opportunity to integrate that feedback before they turn it into me. So it's nice from my perspective because I get cleaner work at the end and they learn from one another. So it also builds that collegiality and the collaboration between the students, so they build strong groups. In the past it comes up that they find similar ideas. They end up doing presentations at our state conference out of it. One group is writing an article based on what they found.

Course content. Three counselor educators conceptualized their innovative teaching through highlighting a course that covered non-traditional, and innovative, content. Two counselor educators discussed creating a new course. Counselor educators described innovative course creation surrounding topics needed by their student population.

> So I'm kind of taking the Special Issues class that I'm teaching, and experimenting with it, not doing refugees and undocumented populations [course topic], because that's not an issue that's incredibly relevant for China, but doing something that is relevant for my China population and my China students. So I'm working on the syllabus to have it, to really empower my students, to do the work that they need to do, on their own. And the work is that they are supposed to observe the community that they live in in China. Identify societal issues, cultural issues, political issues that have mental health implications through the clients that we're working on.

While another counselor educator discussed creating a course that was innovative because it addressed a specific need within the community while allowing for a unique opportunity for hands on experience for students.

> I thought, oh my gosh, this could be a whole course. Wouldn't it be great if our students could provide some kind of service that has more of a mental health content base, and then be able to get credit for it too. So that's why I did it. It was basically

> between last March and now, I developed the course. We have a course in our program that is just called special topics. So what it allows us to do is allow flexibility to do different things with it. And so I made a section that is for juvenile justice, and I put it into our December, what we call, intercession.

A third counselor educator discussed creating a new counseling program to create an interdisciplinary training program to educate school personnel on mental health needs.

> So one of the beauties in that is there is a lot of opportunity for creativity and innovation because I'm creating a degree program that is unlike any other in the state…I am building an EDS program that focuses on school-based mental health and wellness. And so that's kind of the melding of perspectives from both mental health and school, but there's going to be an inter-disciplinary degree in that someone could be a Master's level teacher or school resource officer or a nurse or school counselor, or even could even be a helping professional and they could earn this EDS degree in school-based mental health and wellness.

Supervision. Nine counselor educators discussed their role as a supervisor in relation to innovativeness. One counselor educator discussed the preference to remain more tradition supervision practices as compared with other counselor education roles.

> I've just found that, you know, and this is more of a personal thing that when I meet with a supervisor at a site, you know, I don't really want to innovate that process. I like to meet with them in person. I like to have a conversation, the three of us in a room and, you know, myself, a supervisor and the intern. You know it's really beneficial to have that in-person contact.

In contrast, four counselor educators viewed supervision as a role that was conducive to innovation, similar to other counselor educator roles. "For me, there's nothing – no clear line between being a researcher is more or less innovative than a teacher or a supervisor." One counselor educator discussed how supervision can be innovative, depending upon the values and interests of the counselor educator.

> I think you can be innovative with supervision but I think that to me I think it really just depends on what your interest is in the moment. And so right now I'm really interested in becoming a full professor and I know that supervision is kind of a part of

> that. But just being able to teach different coursework, that's where my emphasis is. So while I think that you can be innovative as a supervisor, I think that my role as a teacher, I'm just more excited about doing that than I am with supervision.

Scholarship

Research, scholarly writing, and professional presentations were all discussed within the interviews. While two counselor educators stated scholarship was more conducive to innovation when compared to other roles, one counselor educator cited it was less conducive to innovation suggesting differing views. However, those that did view scholarship as more conducive to innovation cited the autonomy as the main factor. "I think it's a lot easier when it comes to scholarship, like writing. Because you're the one in charge of your research. You're the one writing it up." Overall, 18 counselor educators discussed research in relation to innovation, five counselor educators discussed scholarly writing in relation to innovation, and five counselor educators discussed professional presentations in relation to innovation.

Research. All twenty counselor educators discussed research in relation to innovativeness. The role of research received a significant amount of attention during discussions of if certain counselor education roles are more conducive to innovation than others. Six counselor educators viewed research as a role that is very conducive to innovation. "Teaching and research are to me sort of the first ones that I would say lend themselves better to innovation, because those are areas where I think we believe that we have the most impact on the field." In addition, counselor educators attributed having greater freedom within the research role as contributing to innovation.

> I feel like my research is really where I feel like I can push things a little bit more. I really think what's innovative about doing research is you get to explore topics that

> have been unexplored in ways that maybe help give voice to people's experiences that wouldn't otherwise do that.

Counselor educators found research to be more autonomous than other roles within counselor education.

> I think that's one of the beauties of being a counselor educator is that you can still kind of channel your unique ideas and your innovativeness because you have full control over your research, for the most part, versus your teaching and administrative responsibilities, do have some level of being dictated by others. Your research doesn't.

While one counselor educator viewed certain types of research to be less conducive to innovation than others.

> I think – when I'm in traditional I'm always – I guess I'm trying to – referring to it as scientific method, empirical based research. Generally, research that is – has data and has quantifiable data. You know, and I consider myself a qualitative researcher and I think that it is very stifling the way in which – what we reward and value as research, stifles anybody from stepping outside of that box in terms of their thinking.

Another counselor educator discussed his own lack of perceived innovativeness as a researcher because his identity and interests were in other areas. "Perhaps, but I don't know that I have done anything research-wise that is particularly innovative, and that's not my primary identity. It's not researcher. So, I don't feel like any of that stuff has been terribly innovative." Research was also seen as being less innovative when the counselor educator was not open to trying new approaches.

> And then research is really challenging in itself, I think. Because sometimes in faculty research, you should just stick with what you know. So these methodologies are comfortable to me so I'm just going to use them – these kinds of research projects. I mean, I'm just really comfortable with survey research so I'm just going to do ten survey projects because that's what I know. So I think that's – that can be less conducive if you're not up to the challenge of expanding your horizons and taking the time to learn something new.

Within the area of research, 18 counselor educators discussed their own research projects in relation to their own innovativeness. The counselor educators viewed the project as being innovative either because of the topic, or the research methods. Thirteen counselor educators emphasized the topics of their research as being innovative in nature. Topics that were not researched before were seen as innovative in nature.

> So I finished my Ph.D. in 2011 and I studied how couples cooking together can affect the quality of their relationship from post-modern feminist perspective, use relational cultural theory. Did a qualitative study and loved it, but there's nothing out there in the literature that talks about adult play therapy from a cooking perspective, right?

Other counselor educators conceptualized innovative topics as ones that introduce a change into the counseling profession.

> One of the projects that's kind of near and dear to my heart is a research project that is focused on post-Master's degree supervision for school counselors because, unlike other helping professions, in counseling or otherwise, school counselors don't have any requirements for supervision once they graduate.

While some counselor educators were confident in describing their projects as innovative, others were hesitant to apply the label of innovative until examining the results of the project.

> And I have done two studies that I'm in the process of writing, one qualitative and one quantitative, measuring – one just measured student experiences in a flipped class, and one measured student engagement. So I think I'm also trying to assess the project and see if it really is innovative. And so far the data seems to suggest positive outcomes.

Counselor educators also discussed the methods and procedures of their research as their reasoning for being classified as innovative. Specific methodologies that are under-utilized in the counseling profession were discussed.

> We're looking at doing a social network analysis of students in a high school and looking at those that identify as having self-injured – performed some sort of non-suicidal self-injury in the previous year.

In addition, counselor educators viewed research methods as innovative when incorporating data sources, such as social media sites, that had yet to be analyzed within the counseling profession.

> I'm working on with my colleague that is a content analysis of counseling professional organizations social media pages. And so we have gotten permission from I think a dozen different counseling professional organizations to review what they have posted on social media and to content analyze that. And that has not been done before in our profession. It has been done in airlines, NCAA Big 12. It's been done in other areas but never in counseling. So that's pretty innovative and kind of new too.

Counselor educators conceptualized research as innovative when they utilized new ways to analyze the data and the researcher's relationship with the participants and results.

> And so, I think that that's a neat way to sort of look at how can we use and – kind of up and coming qualitative methodology to think about the parallel process of the research itself, and the process you're doing, engaging in research, and then how that lens may apply or even impact the way you're looking at the data. So, I think that's kinda cool.

Counselor educators discussed the resistance they faced in relation to their innovative research ideas and projects. One counselor educator conceptualized resistance as a predictable part of the research process, "I think if you're doing research with the intent of getting published, you always have skeptics." While others discussed the resistance they faced from colleagues after introducing new or innovative ideas.

> I think – I can think of some research projects that I worked on where I've wanted to do something that people, "Oh, I don't see why this is worthwhile," or, "I don't know why exploring this is worth our time."

Scholarly writing. Eight counselor educators discussed scholarly writing in relation to their innovativeness. Three different aspects of scholarly writing were identified as being

connected to innovation: (a) the topic of the writing, (b) the form of the writing, and (c) the act and methods of the writing process. Two counselor educators discussed how the topics of their writing projects were innovative stating, “I think I’ve published things that have been a bit innovative in terms of the ideas that they’re promoting.” Two counselor educators outlined the forms of their writing as being innovative. Both cited their work with digital textbooks, and one counselor educator cited work creating an online peer-reviewed journal.

> The last thing is digital textbooks which I put one out a couple of years ago and I'm finishing up one on college teaching that was a collective book put together by people who were in my college teaching class who are now faculty at different institutions, talking about topics. The textbook contains a lot of hyperlinks, a lot of embedded materials, so it's not two-dimensional. It's really much more three-dimensional in its scope so people can – what is a short chapter or section, people can jump out and get horrendous amounts of information if they follow the hyperlinks out and start reading that stuff too.

Four counselor educators cited the act or process of completing a writing project as being innovative. While one counselor educator expressed the act of writing was not always innovative, the perspective of the counselor educator could allow for innovation to take place.

> I mean writing, right, you have to put your words in a row and use your APA format and all those things, but it’s still….I’m a counselor, right, so it’s all reframing. Like you can take APA format, which is kind of boring, and them make it into like a game of finding like getting everything to fit the format, it’s kind of like Tetris in some ways.”

While other counselor educators cited approaches to collaborating with colleagues and students to complete the writing project as innovative, or their ability to translate information from a teaching experience into a writing project.

> And so we took these. About five students were interested in writing about this activity, and so we just finished constructing a manuscript that has five students

> images everyone from a Native American female to a European American white male, you know, a very diverse group of students – and had them write together collaboratively about this experience, and what they learned, and how someone could use this in the field.

Professional presentations. Five counselor educators discussed conference presentations while reflecting upon their innovativeness. Three of these counselor educators discussed professional presentations as an opportunity to learn about other topics from other professionals but did not cite them as a role in which they themselves demonstrate their innovativeness within the profession. Two counselor educators did discuss professional presentations as a way they are innovative. The first discussed mentoring students on a collaborative project to create a conference presentation that allowed for an innovative approach to presenting material. While the other counselor educator discussed being innovative in her approach to disseminating information at a professional presentation to a group of practicing school counselors.

Service

Twelve counselor educators discussed innovation within their service responsibilities. Service contains a diverse set of responsibilities that vary greatly as service responsibilities can be in relation to the program, the department, the university or the profession. All areas of service were discussed with the exception of department-level service. Five counselor educators stated they found the service role to be less conducive to innovation than other roles.

> Yeah, I would say the role of a teacher allows me to be far more innovative than my role of service. It's still possible in service, because when I'm on, say, a program committee, we can be innovative and decide how are we going to try and better

> recruit school counseling students, or how are we going to better structure the doc[toral] program to be innovative.

Service responsibilities are diverse. Those most commonly identified by counselor educators in relation to their innovativeness was leadership and administrative duties.

Leadership. Four counselor educators discussed leadership in relation to their innovativeness. All counselor educators who discussed leadership are more experienced within the field having at least eight or more years of experience in a counselor educator role. Leadership was viewed as being very conducive to innovation.

> I feel like also in recent years I've done lots of leadership stuff in the profession as well as in the university. I think there is an opportunity to be innovative there because you can develop your own leadership style. You can set some priorities about what's important, and you can shape the way things are done.

In addition, leadership was viewed as an area to be innovative because it was a valued part of counselor educator responsibilities.

> So the other work that I do as a counselor educator is I focus a lot on leadership and I'm involved from a professional organization and standard. I'm on the governing council at ACES. That's real important to me. That service is real important to me. Much more important than it would be in traditional or with other counselor educators. So that service piece is important.

One counselor educator described using an element of her teaching practices to innovate her leadership role.

> I mean that's another – by the way, when I think about another example of where I've tried to be creative on the service side of things, is one of my roles is with two other counselor-educators. We run the School Counselor Interest Network as part of ACES. And one of the things I brought to that was the flipping format.

Administrative duties. Eleven counselor educators discussed administrative duties. Eight counselor educators found that administrative duties distracting from other more

innovative work. “The thing to the administrative piece is where you have to be very concrete and very specific. These are the things that limit your ability to be innovative because you’re setting structure and rules for yourself and the program.” Counselor educators found administrative roles to be restrictive to innovation because of the routine nature of administrative tasks.

> Because the position I’m in I have a lot of responsibilities as far as advising and making sure you know paperworks done with the graduation school and a lot of recruiting tasks and those don’t change. You know you hold meetings and info sessions and those things are kind of the same every year.

Counselor educators encountered resistance to innovative ideas within administrative roles.

> But I really do think, particularly in kind of administrative and service roles I’m seeing probably the most resistance to my own innovation. And I’ve requested things that our department could do, and I’ve had ideas about how we can streamline the process for ourselves for our students. And people are- they just don’t want to do it, and I try to figure out “Well, what’s the reason why we don't want to do it?” And nobody really can help me with that answer.

Resistance to innovation in service related roles was often associated with working in groups to collaborate with others.

> The administrative and service roles are a little bit tougher.… But you’re working with other people and other systems outside of yourself and maybe you’re immediate systems. So, change might be a little bit more difficult, or it might move a little bit slower. And it’s not that those groups are not open to change to doing things differently; it’s just you change one thing in the system and everybody’s impacted, whereas I try to do something innovative in the course, in the research project it looks a little bit differently.

Administrative role responsibilities were seen as a distractor, taking away time and focus from more innovative duties. “And if I’m really, really, busy, doing everything from like scheduling, to field placement coordinator, to writing- if I have all of that going on, I have very little time to like let those [innovative] ideas bloom.” Often the administrative

duties were cited as taking away time and energy from counselor educator's other roles that they viewed as more conductive to innovation.

> I was in a position where I was essentially functioning like a COO. I did things like hired all of our adjunct and part-time instructors. I did the schedule for every quarter, and of course that's for a year, so it's a lot. I did a lot of sort of operational tasks, administrative tasks.… At the end of those two years, when I looked back, I realized that I was missing that creative outlet. And I had to reprioritize some of my research. I had to reprioritize creativity around teaching

In contrast, three counselor educators viewed the administrative role as having the potential for innovation. One counselor educator cited the type of role, and degree of authority associated with the role, as impacting the level of innovativeness for administrative responsibilities.

> I think that if you were to have the role as program coordinator or if you were the CACREP liaison on your campus, you might be a more authoritative, I guess we could say, position, or more liberty to kind of implement some of these innovative aspects or perspectives.

Others counselor educators believed the ability to be innovative within administrative responsibilities was only limited by the perspective of the counselor educator.

> I don't think innovative is mutually exclusive from any of them. I think that we don't often link innovation with all of them. Like the outcomes and assessments committee is something that I think a lot of people look at and are like, "Okay, we have to document this data and this data and this data and this data." Like, "Check, check, check, check. We're done." And that doesn't sound very innovative, but when I'm looking at what's going on with our program and looking at different accreditation requirements, and requirements by state, and new blueprints, and new this, and different standards, and all of that kind of stuff, and to me, being able to step back and say, "Okay, how are we doing what we're doing and why? I feel like I can bring an innovative lens to that as long as I'm given the space to be able to do so. If I'm in a time crunch, it doesn't happen. But in being able to look at the whole curriculum and say, "Okay, I'm gonna put this in place now, but I see these connections that could emerge. So, next year, when I revisit things, I'm going to have tested out this, and this, and this and see how that works."

Lastly, counselor educators associated innovativeness in administrative roles as being linked to problem solving for efficiency and streamlining processes.

> I created a binder online that had all of the advising information that students needed. It had everything from how to get started as a brand new student and steps to follow. It had just kind of instructional videos and tutorials about how to do things, like register for classes. It had things like suggested course sequences, approved electives you know, all these different kinds of pieces, an internship handbook and all of that kind of stuff. And previously, we didn't have anything like that. Like I said, it was just kind of scattered. And to me, that is not necessarily a task. It's administrative in nature, right? It's about managing a program. It doesn't seem like it would be an area where you could be innovative, but I think that the point I'm trying to make is, I saw an opportunity there because I thought about, well what's easier for students? What would make it easier for us? It could be trying to envision something new and different that maybe would be effective and efficient. So I think really, the first answer is that we generally to think teaching and research, but I think there are other areas where you could be innovative if you want to spend time in them, if you see those kinds of opportunities to be innovative.

Meetings. Eight counselor educators discussed how meetings impact their ability to be innovative. Seven counselor educators described faculty meetings as hindering their innovativeness.

> Especially in all the meetings we have. There is the absolute part of the story for being innovative, albeit, day-to-day, boring stuff that we have to do that's not conducive to anything innovative. I feel like the counselor ed[ucation] profession has the potential to be more innovative.

While other counselor educators found meetings in general to be a hindrance to their innovativeness.

> But things like, oh my goodness. I'm just thinking about gatekeeping conversations I've had, conversations about scheduling, and conversations and faculty meetings about requirements of the university, and even things like planning and where we stand for graduation.

Three counselor educators shared that they often faced the most resistance to their innovativeness within faculty meetings.

> Those kind of conversations that require a joint decision or some sort of order, that's much more difficult to be creative, and think outside the box, and offer new ideas. People are interested, but it's always like, "Okay, we'll look at that later." So usually I'm like, "But I already did all the work. Like just look at now" and then I get frustrated and I'm like, "Forget it. Why do I try?"

Committee work. Seven counselor educators discussed committee work. Overall counselor educators discussed how committee work is less conducive to innovation than other roles.

> Service is one of my roles as a counselor educator, and what that looks like is serving on a lot of committees. So I'm on a school counseling program committee, a doctoral program committee, and then in the college, an internationalization committee and a committee to create a new rubric for peer observations when you teach online. And those last two committees in particular, my job is to go to the committee meetings, to share ideas, to help come up with a quality product, and then move on. And so there's just a task assigned. The one task is reviewing grants. We review them. We decide who gets them, and then the year is over. So there's not a lot of room for new ways to do things or innovative ideas, in my perception.

However, two counselor educators shared there was the potential for committee work to be innovative. "I think like committee meetings, you can bring innovation to them." Counselor educators described being on many different committees and how this can distract from their other work and responsibilities. "If you have to be on a much of university committees… you have less time to attend to your research." Committee work was described as tiring and time consuming. "I mean a lot of the committee work that I'm doing, you know, sometimes it's laborious and it's not so fun. I'm on the university committee and the CACREP committee and all of that stuff."

Other service related responsibilities. There were many additional service roles that received limited attention from counselor educators when discussing innovation. Three counselor educators discussed admissions responsibilities, especially as it related to

gatekeeping. One counselor educator mentioned grant writing as a funding source to support innovative projects, but not as a role in which innovativeness was expressed. Two counselor educators discussed being innovative through their responsibilities at their program training clinics.

CHAPTER V. DISCUSSION

The purpose of this constructivist grounded theory research study was to explore the experiences of innovative counselor educators. Twenty innovative counselor educators were interviewed in order to address the following research questions: (1) How do innovative counselor educators describe the experience of being innovative? (2) How do innovative counselor educators demonstrate innovativeness within their professional roles of scholarship, teaching, and service? (3) What professional experiences do innovative counselor educators describe as being associated with their innovativeness? Aligned with the aims of grounded research methods, this study explains the phenomenon and process in question within the context of the participants' lives, and it describes how participants interpret reality surrounding the phenomenon or process being examined (Charmaz, 2014). Specifically, attention was paid to the words and perspectives of participants, rather than the researcher's perspective on participants' experiences. Also in line with the aims of grounded theory research, the study is intended to be practical and useful for participants.

Based on thoughtful data analysis, and after careful auditing, an original theory emerged from the data. The grounded theory that emerged from this study accounts for the experiences of the diverse innovative counselor educators who were interviewed. The grounded theory is unique in nature in that it begins to fill the gap in the literature surrounding the experiences of innovative counselor educators. However, the findings did identify components of the grounded theory that also were found in some degree in the following innovation and creativity theories: Diffusion of Innovation theory (DOI), Amabile's theory of creativity, Galenson's theory of creativity, and Csikszentmihalyi's

Systems Theory of Creativity. However, the similarities were small, and the previous theories were not accurately able to describe and communicate experiences that were specific to innovative counselor educators. In this chapter, which synthesizes the grounded theory, only the preexisting theories that are most relevant to the current research study are discussed. DOI, in particular, spans a vast array of communications topics, and therefore is particularly relevant to the emergent theory of counselor educator innovativeness.

This chapter first synthesizes the grounded theory that emerged from the findings of the research study. Then, key findings are summarized in relation to each of the three research questions. Next, the chapter discusses the study's practical implications for counselor educators, counselor educators in training, the counseling profession in general, and higher education administrators. The chapter concludes by identifying future research areas suggested by this study, as well as limitations of the research study design.

Synthesis of the Grounded Theory

In grounded theory research, the goal of synthesizing the findings is not to provide descriptions of events, but rather to provide explanations for patterns of behavior (Corbin & Strauss, 2003). These explanations of behavioral patterns, which emerge from the data, take the form of a grounded theory. This section provides an overview of the grounded theory that emerged to explain participant behavior in this study (see Figure 5 below). This section makes connections between the grounded theory and previous theories in order to illuminate how innovativeness in counselor education relates to innovativeness in other fields. First, the factors impacting innovativeness are discussed in detail, and then additional theory findings are briefly presented.

Factors Impacting Innovativeness

Through 60-minute interviews, counselor educators provided their perspectives on being innovative within the field of counselor education. Each counselor educator's experiences were unique, depending on their professional work environments, specifically the types of positions they held, their professional responsibilities, the type of institution where they worked, their years of experience, and their programs' accreditation status. Despite the differences among the innovative counselor educators, a theory emerged to illustrate their common experiences. The grounded theory that emerged encompasses two main categories of factors impacting innovativeness: (a) individual traits and experiences and (b) environmental and contextual influences. The grounded theory also explains (c) interactions between the individual and their environment. Within these main categories are subcategories that serve to more richly explain the experiences of innovative counselor educators. Figure 5 outlines this grounded theory and illustrates how the two categories interact to create unique experiences for each innovative counselor educator.

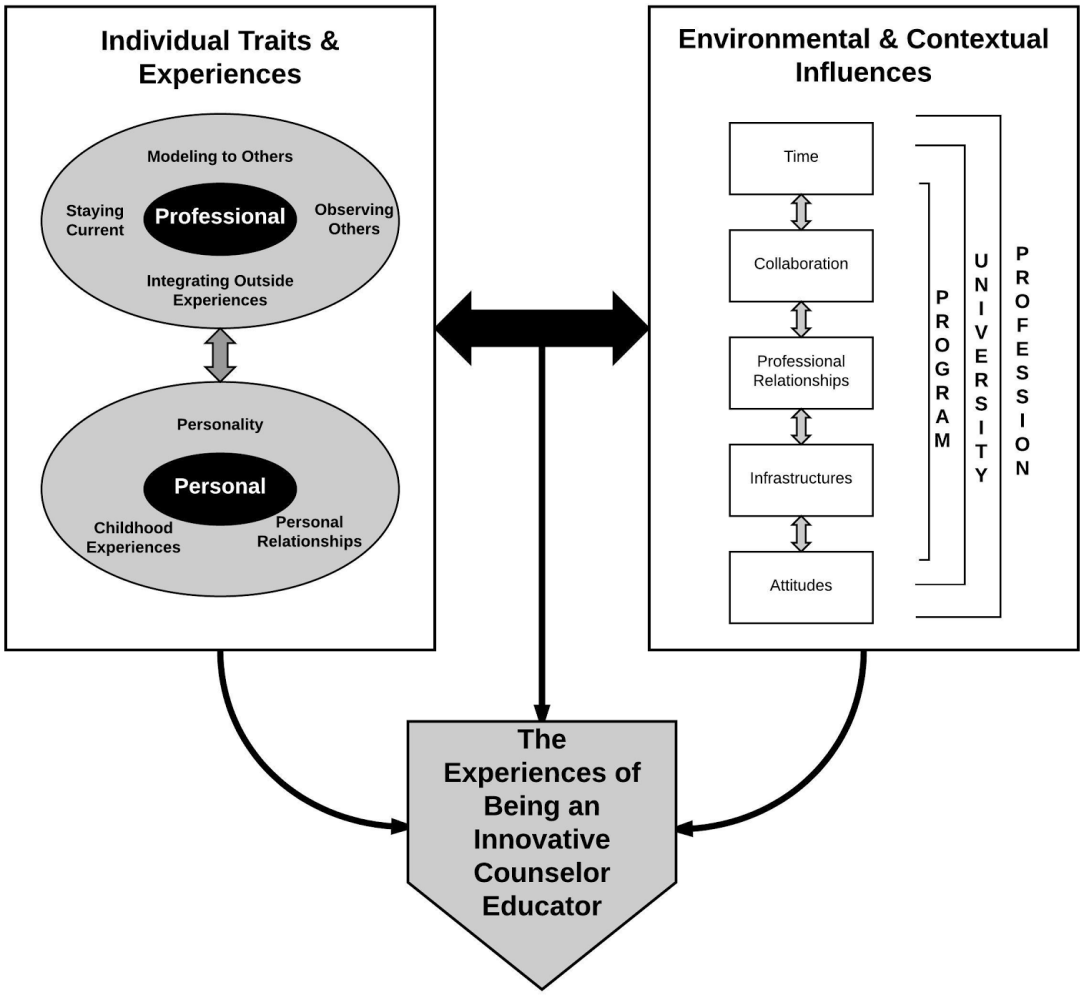

Figure 5. Grounded theory to explain how individual and environmental factors interact to contribute to counselor educator innovativeness.

Individual Traits and Experiences. An innovative counselor educator's *individual traits and experiences* influence him or her in ways that are specific to the individual, and that may differ from other innovators coming from similar backgrounds. The impactfulness of individual traits and experiences on innovativeness is not unique to counselor education; indeed, previous theories account for individual components of innovativeness in other

domains (Rogers, 2003, Amabile, 1999, Csikszentmihalyi, 1988). In the current study, two types of traits and experiences are considered: personal experiences that stem from counselor educators' lives unrelated to work, and professional experiences that stem from counselor educators' lives related to work.

Personal experiences. Individual traits and experiences play a significant role in explaining why and how counselor educators are innovative in their work. Innovativeness often begins in childhood, and many counselor educators credit family members and early learning experiences that allowed for individual expression and experimentation. For example, one innovative counselor educator credited her mother for homeschooling her at an early age, and for exposing her to Montessori-style learning experiences. This finding suggests that early exposure to innovative practices helped innovators develop their innovativeness over time. Similarly, participants reported that family members often modeled qualities that innovators used to conceptualize innovativeness, such as openness to change, risk-taking, and creativity. Innovative counselor educators had familial influencers who encouraged individuality rather than conformity to previous systems and norms. Many counselor educators who had life partners also gave credit to those partners for modeling creativity and innovativeness within their personal lives. These findings indicated that innovativeness can begin to develop through others' modeling, beginning in childhood and extending into adulthood.

Professional experiences. Professional experiences associated with innovativeness spanned various disciplines and work experiences. Professional experiences were discussed frequently and in more detail than personal traits and experiences. Professional experiences

that influenced innovation included (a) integration of outside experiences, (b) observation and modeling of innovativeness, and (c) efforts to stay current.

Integration of outside experiences. Counselor educators found that, in cultivating innovativeness, their early professional experiences were the most valuable, particularly their time spent in fields outside of counselor education. By integrating these outside experiences into their current practices, counselor educators were able to be innovative. Innovation is easier for counselor educators with work experience in other fields because those varied experiences provide them with a different knowledge base to incorporate into their work as counselor educators. For example, one counselor educator had previous work experience training company employees online across a large geographic area. This previous knowledge and experience contributed to his innovative abilities when transitioning his teaching to the online environment. Many counselor educators described innovativeness as the act of bringing "new" or "different" ideas into the counseling field. Those who had previously worked in an outside field could rely on previous experiences, rather than having to spend time researching strategies used in outside fields to solve a problem. Two types of outside experiences that were integrated into the practices of innovative counselor educators were outside educational experiences and interdisciplinary collaborations.

Outside educational experiences included graduate-level elective courses that counselor educators used to develop a specialization area with content knowledge that was unexplored within the counseling profession. For example, one counselor educator described her experience enrolling in a graduate course on flipped learning at a time when this strategy was still unknown in counselor education. Her experience suggests that devoting time to

educational opportunities outside of counselor education can aid innovative counselor educators by providing them with innovative ideas from other fields that they can integrate into their own work.

Interdisciplinary collaborations also provided innovative counselor educators with information and insights to integrate into their own practices. Counselor educators could draw upon outsiders' knowledge and expertise by collaborating with professionals in other disciplines either formally or informally. In academic settings, informal collaboration among faculty in disparate disciplines is often used to solve common academic problems. For example, counselor educators described using interdisciplinary meetings, such as departmental faculty meetings, as a time to bring up challenges faced during teaching, and they would often gain insight into how other academics in outside disciplines address similar issues. Consulting with outside colleagues about their shared roles of teaching, scholarship, and service can be an efficient way for academics to innovate within their own fields. Meanwhile, formal collaborations, in the form of project-based opportunities, were also conducive to innovation. Such projects draw upon the unique knowledge and experiences of each party to create something new. For example, one counselor educator leveraged relationships with law school professors to create a service learning opportunity for counseling students in the form of a unique counseling elective course that benefited the law school's clinic. On the other hand, the study also found that larger-scale interdisciplinary collaboration projects were more challenging for counselor educators to implement because of the time and resources that were involved.

Observing and modeling innovativeness. Observing other innovators and modeling innovativeness to others are both vital professional practices for innovative counselor educators. Many of the counselor educators in the study who had observed innovativeness during their time spent as students were more easily able to innovate when they transitioned into their own counselor education positions. For example, counselor educators who had taken courses from innovative professors were more comfortable modeling this innovativeness in their own teaching, as they knew the value it could provide to their students. Meanwhile, those innovative counselor educators who had not had mentors who modeled innovativeness had set out to create different, more innovative learning experiences for their own students. These novice innovators were resourceful in identifying ways to be innovative across their roles as counselor educators, and they often innovated independently of others. In short, it was found that innovativeness can occur with or without observational experiences, although innovativeness may be easier to implement for counselor educators who have had previous experience doing so.

Staying current. Innovative counselor educators stressed the importance of staying current on new knowledge and information, both within and beyond the counseling profession. Along similar lines, they emphasized the importance of lifelong learning. This finding was not surprising given that academics devote their careers to advancing the body of knowledge in their respective fields. The innovative counselor educators in this study used current knowledge to critically evaluate what counseling areas needed innovation, and to determine which methods they could use to implement their innovative ideas. Still, it is important to note that innovative counselor educators cannot be expected to be fully

knowledgeable and current on all areas and topics within the counseling field. If counselor educators did not focus on building knowledge in particular areas of interest, they would become overwhelmed with the time and energy needed to devote to the learning process. This would result in time and energy lost that would otherwise be used for innovative projects.

Environmental and Contextual Influences. The second set of factors that appear to impact innovativeness in counselor education are *environmental and contextual influences.* For most counselor educators, these types of influences occur within three systems: the counselor education program, the university, and the counselor education profession. Again, these types of influences are not unique to the innovation that occurs within counselor education; previous theories in other domains outside counselor education also account for the environmental and contextual aspects of innovativeness (Rogers, 2003, Amabile, 1999, Csikszentmihalyi 1988). Building on the theories developed in other domains, and based on the findings of this study, innovative counselor educators are found to be impacted by six environmental and contextual factors: (a) time, (b) collaboration, (c) professional relationships, (d) infrastructures, and (e) attitudes.

Time. Innovative counselor educators who have time to devote to innovative projects are more innovative. Conversely, limited time to devote to innovative efforts reduces the likelihood that innovation will occur, even for highly motivated and highly innovative counselor educators. Innovative projects also tend to require more time than non-innovative projects. Therefore, innovative counselor educators will avoid implementing innovations in situations when they are under time constraints. In these instances, they will rely upon more

traditional methods instead. For example, one innovative counselor educator in this study wanted to enhance student-learning outcomes within a course by creating an experiential project to illustrate a complex topic. However, the counselor educator had limited time to create this assignment because of an increased administrative work role, making it more prudent for the counselor educator to utilize an assignment used in a previous semester to save time. The necessity of prioritizing one's time sometimes hinders innovativeness. Often, university or program administrators assign time-sensitive tasks to innovative counselor educators, and counselor educators in general. When this occurs, innovative tasks are no longer a priority, and counselor educators must redistribute time that could otherwise be devoted to innovation.

Collaboration. Innovative counselor educators who collaborate more often are more innovative than those who work individually. Innovative counselor educators' decisions as to whom they will collaborate with depend upon the systems in which they work. Innovative counselor educators are more likely to work with individuals outside of their program or university, rather than colleagues within their counselor education program. This disconnection between innovators and their in-program faculty can often be explained by lack of common interests or by innovation-resistant departmental culture. The innovative counselor educators in this study report feeling isolated as a result of their lack of collaboration within their programs. Feelings of isolation can also have the effect of stifling innovative work, as innovative counselor educators lose motivation and feel unsupported.

Professional Relationships. Innovative counselor educators greatly value their relationships. This is not surprising given that the way counselors help their clients is by

forming professional helping relationships. Surprisingly, innovative counselor educators' strongest relationships occur outside of their programs and universities. Innovative counselor educators seek out others who are similar to themselves, and who hold similar values regarding innovativeness. Over time, these innovators form networks with other innovative people, developing supportive communities who can help advance their ideas. Often, these networks form around a shared experience; for example, innovative counselor educators tend to have strong ties with former classmates and instructors from their doctoral programs. Interestingly, few of the innovative counselor educators in this study discussed relationships with counseling practitioners, suggesting that a gap exists between networks of practitioners and networks of educators. This gap is particularly pronounced when an innovative counselor educator is situated within a program, department, or university that is not supportive of his or her innovative work.

In addition to these larger networks and professional communities, another type of professional relationship that has strong connections to innovativeness is the mentoring relationship. Strong mentoring relationships tend to exist between innovative counselor educators and their former professors. These mentoring relationships provide innovative counselor educators with support and guidance surrounding their innovative work, and insulate them from negative attitudes surrounding innovation that they may encounter at the departmental level or in the counseling profession as a whole. Another benefit of mentors is that they are often collaborators for innovative projects, creating an additional level of support and companionship.

Infrastructures. Infrastructures are structures, facilities, and practices that operate within the program, university, and professional systems. Infrastructures both positively and negatively impact innovative counselor educators. An example of infrastructure that negatively impacts counselor education innovativeness is the tenure and promotion system. Often, work products created by innovative counselor educators that do not fit within the traditional rubric of publication are not rewarded within the tenure and promotion system. Innovative counselor educators adjust to this constraint by either postponing innovative work projects until after they achieve tenure, or creatively finding ways to package innovative work such that it counts towards their tenure review. Counselor educators in this study reported feeling rejected and unappreciated as a result of their efforts to advocate for the worthiness of their innovative work within the tenure process.

Another example of an infrastructure that impacts counselor educator innovativeness is standardization of the counseling profession, as defined by accrediting bodies, certification bodies, and professional counseling organizations. Participants in this study reported that when standardization practices restrict their autonomy within their teaching roles (e.g., utilization of standardized course syllabi across instructors), innovativeness was restricted. However, when standardization allowed for autonomy in teaching (e.g., standard alignment, with flexibility for teaching methods), innovation would continue to occur. Other types of infrastructure that impacted innovativeness included faculty office locations, frequency of program faculty meetings, and program faculty administrative structures.

Attitudes. Attitudes surrounding innovation impacted innovative counselors across all systems. Predictably, positive or supportive attitudes surrounding innovation enhanced

counselor educators' use of innovativeness within their work, while negative or resistant attitudes hindered counselor educators' use of innovativeness in their work. Innovative counselor educators in this study characterized universities as traditional institutions that were resistant to innovation and change. This understanding of university culture made counselor educators cautious of sharing and implementing their ideas within the university environment, fearing unknown consequences of their actions. Beyond the university, negative consequences could also be experienced across systems, e.g., at the level of the counselor education profession as a whole. For example, one counselor educator was unable to find a peer-reviewed journal to publish a research article that used an innovative method, and this experience led this counselor educator to avoid using new or innovative methods in the future. The tenure and promotion process is another experience where innovativeness can be hindered. Innovative counselor educators experienced fear due to not knowing how their innovative work products would be received, or whether those work products would fail to meet expectations for the tenure review process. In contrast, innovative counselor educators could be motivated by known incentives to follow their innovative interest areas. The most common motivator for innovativeness, however, was internal motivation in the form of personal enjoyment and satisfaction. This finding is also supported by Amabile's theory of creativity (2006). While external motivation is rare, it commonly takes the form of positive student feedback. Innovative counselor educators reported feeling encouraged by positive student feedback, and they were more likely to continue to take risks in the future if they perceived these risks as beneficial for students.

Program, university, and professional systems. Environmental and contextual influences operate within three systems: program, university, and profession. Each of the subcategories within environmental and contextual influences occurs within, and is impacted by, each of the three systems. Often, counselor educators will have support for innovativeness in one system and not in the others. For example, one counselor educator reported adequate time for innovation within their teaching, but limited time for innovation within their research. These two experiences occurred within the university system. Meanwhile, the same counselor educator also reported limited time to be innovative within the profession as a whole because time constraints made it difficult to network and engage with other counselor educators at formal events such as conferences.

Often, the absence of a positive or supportive experience within one system will cause an innovator to seek out this experience in another system. For example, a lack of innovative collaboration opportunities within a university system will motivate an innovative counselor educator to seek out collaboration opportunities within the professional system. If innovative counselor educators feel discouraged or unsupported within a particular system, they will withdraw from that system once they have satisfied their innovative needs elsewhere. For example, after one counselor educator was repeatedly shut down in her attempts to innovate programmatic issues, she stopped voicing her perspective in the program; however, she identified opportunities to apply these innovative thoughts within a leadership opportunity at the professional level. Once she was able to innovate at the professional level, she then became a passive participant in program meetings.

Interactions Between the Individual and Their Environment. The two categories of influences on innovativeness *individual traits and experiences* and *environmental and contextual influences*, do not operate in isolation. Rather, the two sets of influences are continually interacting with each other, as the presence or absence of an element in one category often impacts the other category. For example, one of the counselor educators in this study reported having had ample time for innovative learning while she was a doctoral student and felt her innovativeness was enhanced during this period. However, when the same counselor educator was later working in a tenure-track position (at the time of the study), she reported having less time to integrate outside experiences into her teaching, and thus was expressing less innovativeness. In general, innovative counselor educators' experiences of being innovative changed over time as elements of the two categories changed. For example, a counselor educator's perceptions of innovation can shift with changes at the university level, such as the introduction of new leadership or a new administrative role. Such changes can create less supportive attitudes surrounding innovation and can make the counselor educator's lifelong learning more difficult. This finding is reflective of the changing nature of the experience of being innovative, as experiences and influences change over time.

Additional Theory Findings

It is interesting to note that Galenson's theory of creativity (2006/2001) was not supported in the current research study, and did not emerge from the data collected during interviews with innovative counselor educators. Galenson, an economist, designed the theory to quantify and rank the innovativeness of artistic works, classifying innovators into sub-

groups according to their degree of innovativeness. However, the focus of the current study is not on grouping innovators based on similar or different traits and factors, but rather on understanding innovators' experiences. The theory that emerged is one that seeks to encompass all of the diverse experiences innovative counselor educators described, rather than differentiating among them.

Summary of Findings by Research Question

Three research questions were used to focus this exploratory constructivist grounded theory research study on the experiences of innovative counselor educators. While some of the findings that emerged did not address the outlined research questions, all three research questions were adequately answered during the research process. Results that aligned with the three research questions are addressed in summary form below, with connections made to outside theories and previous research.

RQ1: How do innovative counselor educators describe the experience of being innovative?

This research question was addressed by the theoretical model, which was described in the previous section. In summary, for each counselor educator, *individual traits and experiences* and *environmental and contextual influences* interact in unique ways to create the experience of being innovative. The experiences and traits within these two categories, and their interactions with one another, can change over time. Innovative counselor educators can change environments over the course of their career (e.g., accepting a position at a different university), or the environment where they work can change (e.g., new university policies or programmatic restructuring). In addition, individual experiences are constantly

changing as well, as the counselor educator learns new information or engages in new outside experiences.

RQ2: How do innovative counselor educators demonstrate innovativeness within their professional roles of scholarship, teaching, and service?

Counselor educators were undecided as to whether some counselor education roles were more conducive to innovation than others. While some counselor educators viewed all roles as open to innovation, others cited teaching and scholarship as allowing more room for innovation than service. Teaching was discussed more often than either scholarship or service. While this finding could suggest that teaching is most highly connected to innovativeness, it could also be reflective of the fact that a diverse group of counselor educators was interviewed for this study; they had various different job titles, and teaching was the single common role expectation. In any case, the participants reported that the teaching role allowed for autonomy and flexibility, which enhanced their abilities to express their innovativeness. Course delivery methods, teaching assignments and interventions, as well as course content were all ways in which counselor educators were innovative within the role of teaching.

Seventeen participants discussed scholarship. This was surprising given that many counselor educators were not required to complete scholarship within their specific job titles (e.g., adjunct instructors and full-time non-tenure track counselor educators). Counselor educators demonstrated their innovativeness in research through their research topic selection, as well as the methods used in the research design. Scholarly writing was discussed less frequently, suggesting it was merely a necessary act for sharing their innovation with

others, rather than an innovative activity in itself. Very few of the counselor educators discussed conference presentations, suggesting that counselor educators do not view presentations as an important way to demonstrate their innovativeness.

Of the three main counselor educator roles, service responsibilities received the most negative attention, with counselor educators indicating that administrative responsibilities often took away from their more innovative and enjoyable work. Counselor educators discussed how they were most likely to face resistance to their innovativeness within their administrative responsibilities, particularly when working in groups. On the other hand, among those with the most experience as counselor educators, leadership was discussed as an enjoyable, innovative role, suggesting that the valuing of leadership roles could potentially increase over time after other career milestones, such as tenure, have been achieved.

RQ3: What professional experiences do innovative counselor educators describe as being associated with their innovativeness?

Counselor educators discussed a range of professional experiences that they associated with their innovativeness. These professional experiences associated with innovativeness are found in both the *individual traits and experiences* and the *environmental influences* categories in the grounded theory. Several professional experiences were consistently associated with innovativeness: (a) integrating outside experiences, (b) interdisciplinary collaboration, (c) lifelong learning, (d) collegial relationships, and (e) mentoring.

Integrating outside experiences. Innovative counselor educators associated their ability to integrate outside experiences with their innovativeness. Many counselor educators

described the impact of previous careers, or significant experiences within other career fields. Counselor educators discussed how they integrated their knowledge and experience from other fields to inform and drive their innovative work. This integration allowed them to bring in new ideas into the counseling profession, and act as drivers of change.

Interdisciplinary collaboration. Interdisciplinary collaboration was a common experience that innovative counselor educators associated with their innovativeness. These collaborations occurred in both formal and informal ways, with some of the most valuable collaborations happening organically within the university environment. Interdisciplinary collaborations were beneficial to innovative counselor educators because they were a way to incorporate outside knowledge and experience without having to use all the time and resources that were required in order to do so individually.

Lifelong learning. Maintaining a comprehensive knowledge base across the lifespan was another experience strongly associated with innovativeness in counselor education. Innovative counselor educators found that continuing the learning process helped them to evolve and grow within their areas of expertise, whether teaching or research. Innovative counselor educators were constantly changing and adapting their practices. Lifelong learning supports the adaptation process, as new and current information was often at the core of many adaptations made by innovative counselor educators.

Collegial relationships. Supportive professional relationships were closely associated with innovativeness. Often, these collegial relationships were with colleagues from outside departments, outside universities, or from previous professional experiences such as time spent as a counseling student. When the study participants discussed

professional relationships that they associated with their innovativeness, they rarely discussed colleagues within their current counselor education programs; in fact, they often referred to these relationships within their programs as unsupportive. Although not all collegial relationships were beneficial to innovativeness, innovative counselor educators did benefit from relationships where the colleague encouraged their innovative work, provided constructive criticism, and challenged the innovative counselor educator to grow.

Mentors. Innovative counselor educators also credited strong mentoring experiences as contributing to their innovativeness. Mentors acted to support, encourage, and drive innovative work products of counselor educators. In addition, many counselor educators highlighted how collaborating with mentors was an experience they associated with being innovative. While it was difficult in this study to determine whether participants' mentors were also highly innovative, many of the participants themselves did consider their mentors to be innovative.

Additional Findings

Conceptualizing innovativeness. Understanding how counselor educators conceptualize innovation was an important foundational step to determining whether this conceptualization is consistent with outside fields, or whether there are specific ideas that are unique to the counseling profession. Counselor educators identified the following as being connected to innovation: creativity, non-traditionalism, openness, change, risk-taking, newness, and appreciation for difference. Overall, counselor educators' conceptualizations of innovativeness were consistent with literature and research from outside disciplines. Surprisingly, though, technology did not emerge as a category within the theory, or as a way

in which innovative counselor educators conceptualized innovativeness. After reviewing memos written following each interview and the initial coding process, the researcher found that counselor educators commonly used technology as an *example* of an innovation; however, no counselor educator equated innovation to technology. For example, no innovative counselor educators in the study stated that technology was an essential part of their innovative experience, and none used the word *technology* in their definitions of innovativeness. Innovative counselor educators did identify the names of specific pieces of technology they used when completing an innovative project. This finding suggests that technology is just one example of innovation, rather than being a term that is synonymous with innovation.

Innovation process. From the data analysis, it became apparent that counselor educators' process of innovation could be described in terms of a distinct, cyclical process. The process begins with intentionality, in the form of a need that must be addressed, and ends with either the rejection or adaption of the original idea. Though this process was consistently observed in the findings, all innovative counselor educators did not always follow this cycle because extenuating circumstances sometimes interfered. For example, steps in the cycle may be skipped because of pressures that counselor educators experienced faced from outsiders. Often those counselor educators who described working in isolation, or working with colleagues who did not view innovation positively, might skip discussing their innovative ideas with others. Also, receiving feedback on an innovative idea might be skipped under similar circumstances, especially when the environment was not supportive of innovativeness. Although there were instances when counselor educators strayed from

following the steps in sequential order, the findings consistently showed that innovative ideas are constantly evolving. An innovative counselor educator rarely uses the same innovative idea in the same way indefinitely; instead, the work is constantly evaluated and improved or changed over time.

Implications

The purpose of this research was to better understand the experiences of innovative counselor educators. Therefore, the research findings have direct implications that are applicable to counselor educators. The research findings also have implications for other groups, including counselor educators in training, the counseling profession as a whole, and higher education administrators. These implications for each of these groups are described below.

Counselor Educators

Many factors can support counselor educators as they conduct their innovative work. Relationships, including collaborations with others, significantly contributed to innovative counselor educators' success at applying their innovativeness to their professional responsibilities. Therefore, innovative counselor educators who find themselves struggling to be innovative may benefit from forming relationships with others who either support their innovative efforts, or are innovative people themselves. Utilizing professional associations' interest networks or other professional learning communities could help with finding and initiating relationships with counselor educators.

Another factor that supported counselor educators' innovativeness was the integration of outside experiences. When faced with a problem within their professional work,

innovative counselor educators benefited from seeking answers and solutions beyond the counseling profession. Innovation often was characterized by integrating ideas or strategies that were new to the counseling field. Therefore, innovative counselor educators could benefit from finding resources, strategies, and environments where they can learn from work being conducted in other fields. This can take the form of interdisciplinary (i.e. heterogeneous) collaborations, formalized outside learning opportunities, or self-directed learning and resource selection. For example, attending an interdisciplinary conference on a topic such as online learning could expose innovative counselor educators to strategies used across disciplines to solve common problems.

Finally, in addition to relationships and integrating outside experiences, another concept that was both associated with, and found to contribute to, the innovativeness of counselor educators was autonomy. While innovative counselor educators often chose to innovate across different roles, they gravitated toward roles where they perceived themselves as having the most autonomy. Innovative counselor educators do not have the time to innovate all work tasks, across all roles and responsibilities. Therefore, focusing innovativeness into roles in which counselor educators have the most autonomy may allow them to be more successful in implementing their innovations because these are situations where they face the least resistance.

Counselor Educators in Training

For those counselor educators just entering the field, their choice of position and institution (e.g., environmental and contextual influences) has a significant impact on their experiences with innovation. The type of counselor education position impacts how

counselor educators can be innovative across roles, as well as the degree of resistance they will face from an infrastructure perspective. For example, many counselor educators in full-time non-tenure track roles reported dissatisfaction about the lack of time and ability to be innovative within their scholarship. However, their position responsibilities were teaching-based and thus was not designed to support or protect time for scholarship endeavors. In these situations, innovative counselor educators will experience internal barriers (e.g. dissatisfaction) and as well as external infrastructural barriers, because they are in positions with job responsibilities that are incongruent with their interests. Therefore, it is important for future counselor educators to select a position that is designed for, and emphasizes, the areas in which counselor educators have the greatest interest and drive for innovation.

Finally, strong, consistent mentoring relationships aided innovative counselor educators in both developing and maintaining their innovativeness throughout their careers. Often, the most influential mentors extended back to the counselor educator's time as a doctoral student. Mentors may act as important models during the counselor educator's training years, allowing for the budding counselor educator to experiment with their innovative ideas. Thus, counselor educators in training who wish to develop their innovativeness benefit from investing their time in initiating and maintaining a strong mentor relationship with another professional within or beyond the field of counselor education. Having a mentor who supports one's development of innovativeness while developing skills and experiences as a counselor educator will allow counselors in training to be better prepared to implement their innovativeness when they eventually assume the role of a counselor educator.

Counseling Profession

Not all counselor educators are highly innovative, and not all counselor educators value innovation. Such is the case in many professions, and the current research does not aim to encourage counselor educators to become more innovative or change their beliefs about innovation. Nevertheless, a clear implication of this research for the counseling profession as a whole is that those counselor educators who are innovative face many challenges when attempting to share their ideas with others in the counseling field. This is an issue that impacts all counselor educators, as innovators help the profession to progress and change in ways that are reflective of societal advancements. While the counselor education field contains many talented innovators, the knowledge and benefits arising from their innovativeness are not always accessible to the counseling profession as a whole. Therefore, the profession needs better avenues for sharing innovative work so that all counselor educators can benefit from and learn about the advancements developed by colleagues. Possible avenues include specialized publication opportunities devoted to innovative topics, or online environments where ideas are exchanged informally (such as email list-servs). While the counseling profession already has many of these types of resources in place (e.g. CESNet, twitter live-chatting, professional association publications, and discussion boards), the profession as a whole still has barriers that prevent the spread of specifically innovative knowledge and information throughout the profession.

In addition to needing better avenues for spreading innovative work, the counseling profession also needs to support counselor educators' innovative work efforts through relationships and social networks. Specifically, the counseling profession would benefit from

supporting the initiation and growth of networks to help promote innovation at the professional level. Creating spaces, both online and in person, where innovative counselor educators can meet and engage with one another around shared interests would be a good start. For example, professional associations or university counseling programs could promote and build internal interest networks that encourage interactions through face-to-face meetings, as well as continuous online interactions. Innovative counselor educators in this study also discussed how they used conferences as opportunities to maintain their relationships. Professional conferences could encourage relationships through the creation of protected spaces for innovative counselor educators to participate in real-time collaborations, as opposed to structured presentation sessions where attendees are passive listeners.

Higher Education Administrators

Innovative counselor educators were in agreement that if given more time, they would be more innovative in their professional roles. Counselor educators' time was often dictated by position-specific requirements that were outlined by their university employers. Thus, higher education administrators can support innovators by helping to protect their time. This could be done by limiting other tasks, in the form of course releases, grant funding, supplies of technology, training opportunities, support personnel (e.g., instructional technologists or grant writing experts), and reductions in university administration and service commitments.

Innovative counselor educators also benefited from interdisciplinary collaborations occurring within their universities. Universities could further promote interdisciplinary collaborations in a range of ways. On a small scale, developing opportunities for faculty from

across disciplines to meet and connect in person could facilitate relationship-building. Meeting opportunities could take the form of receptions, celebrations, or annual college-wide meetings. On a larger scale, universities could implement program- and resource-based initiatives to promote interdisciplinary collaborations. For example, universities could offer professional development and learning opportunities that are specific to research or teaching strategies; they could publicize and promote successful collaborations throughout the university community; or they could incentivize collaborations through grant-funding opportunities that are specific to collaborative options. In addition, because interdisciplinary collaboration is also impacted by administrator attitudes, universities can encourage department chairs to be accepting of such collaborations, thus sending the message to innovative counselor educators that their plans for collaboration are supported and celebrated.

Finally, if higher education institutions can provide infrastructural support for innovation, their innovative educators will be better able to create and implement innovative work products. Specifically, many innovative counselor educators expressed how the tenure system inhibited their innovativeness. Counselor educators who had achieved tenure discussed how they had had to produce traditional work products during their pre-tenure years. Along similar lines, the current tenure-track counselor educators in the study shared how much of their innovative work products were not rewarded or represented within current tenure and promotion guidelines. Given these findings, if academia wants to continue to attract innovative minds, leaders need to examine whether the current standards are reflective of the work they want innovative counselor educators to be doing. Innovative counselor

educators' most valued and impactful projects did not take the form of scholarly writing. Projects such as creating service learning opportunities for students, opening a program training clinic, or developing a new technology program were highly innovative, yet did not count toward tenure until they were published in the form of peer-reviewed journal articles. If higher education administrators wish to retain innovative people within the academic arena, they may need to consider adjusting the tenure system to reflect the new types of work products.

Future Research

The exploratory nature of this research study provides an initial look into the experiences of innovative counselor educators. As with many research studies, the knowledge gained from this study has raised many new questions and additional topics needing further examination. Future research areas are described below, along with suggestions for specific topics and strategies to advance the body of research on innovativeness in counselor education. The following areas will be discussed: (a) critiquing the grounded theory, (b) counselor educator relationships, (c) opinion leaders in counselor education, (d) observability of innovativeness in counselor education, (e) counselor education graduates career choices, and (f) innovation in higher education.

Critiquing the Grounded Theory

The categories and concepts identified within this research study need to be more fully examined in order to better illuminate the strengths, weaknesses, and applicability of the theories outlined in the study. Specifically, the broad nature of the current study allowed for inclusiveness of all types of innovative experiences; however, the broadness of the study

resulted in the discussion of many topics that were not relevant for all innovative counselor educators. For example, the discussion of tenure and promotion expectations at tier-one research universities are not relevant or applicable to a full-time clinical assistant professor within a teaching institution. Therefore, examining the theory more specifically with individual subgroups (e.g., positions, institutions, or ethnicities) could enable researchers to better identify unique experiences and processes that occur within many of the demographic variables described in the current research study.

In addition, it is possible that certain types of counselor education positions are more conducive to innovation than others. For example, many participants who demonstrated their innovativeness within their research activities held positions with solely teaching responsibilities (e.g., full-time non-tenure track or adjunct instructor positions). In addition, the converse also was reported, as many who demonstrated their innovativeness within teaching held positions that valued scholarship (e.g., tenured or tenure-track positions). This is interesting because so many innovative counselor educators stated they lacked time to innovate. However, many innovative counselor educators were innovating in roles that extended beyond their job requirements. While these findings suggested a lack of congruence between professional values and position requirements, it is also possible that certain positions allow for more or less innovation to occur. Further research should explore if certain positions are more conductive to innovation, and how any role incongruences impact innovation.

Counselor Educator Relationships

Both collaboration and relationship-building were highlighted extensively throughout the research data, suggesting a connection between interpersonal interactions and innovativeness in counselor education. However, the researcher found it challenging to determine whether collaboration was actually taking place, or if instead, what counselor educators described as collaboration was in fact *companionship*. Collaboration can be defined as two or more counselor educators working together to conduct a certain project, and companionship can be defined as the use of another counselor educator as a source of support and feedback. For example, when a counselor educator stated that he collaborated with a colleague at another university, were the two colleagues making mutual contributions to a common project, or were they providing emotional support and normalizing the innovative experience for one another? Future research can further tease out the distinction between these types of relationships in the context of counselor educator innovativeness. In addition, future research on these relationships can explore how and why collaboration, and relationships in general, are more common outside of the participant's counselor education program of employment. In this study, innovative counselor educators were more likely to engage with academics in outside disciplines, or with counselor educators at other universities than with their program faculty. Also, only two innovative counselor educators discussed relationships or collaborations with counseling practitioners. Future research could examine collaboration and companionship more specifically to understand how the two factors impact innovativeness. In addition, understanding how these relationships and collaborations happen among innovative people could benefit both the university system and

the counseling profession. This research could aid in the creation of systems to better support the facilitation of relationships and collaborations amongst innovative people, both within and beyond academia.

In addition, future research can further explore the dichotomy that the present study uncovered between isolation and companionship/collaboration. Many counselor educators described complex connections with counselor educators working in other universities, particularly those with ties to universities where counselor educators earned graduate degrees. In contrast, other counselor educators reported feeling isolated within their department and university. Many counselor educators reported frustration because they did not know other innovators within the counseling profession. A social network analysis could help to map the relationship patterns of innovative counselor educators. This could aid in facilitating relationships among innovators, and could also provide more information about how, when, and under what circumstances these networks develop and expand.

Opinion Leaders in Counselor Education

According to DOI, *opinion leaders* are well-respected leaders within a social system who strongly influence the attitudes and behaviors of others within their network (Rogers, 2003). In contrast, *innovators* are not as well-respected and do not have the social capital to cause innovations to spread or diffuse. Within the present research study, many innovators described their frustrations that their ideas were not well-received by their immediate system and struggled to influence others to incorporate their innovations. This finding suggests that counselor education is similar to other fields, in that opinion leaders play a crucial role in influencing what information is diffused across a social system. Future research aimed at

identifying these opinion leaders could aid innovators in knowing what types of people to connect with in order to create change and diffuse innovations within the counseling profession.

Observability of Innovativeness in Counselor Education

The counselor education field would benefit from conducting ongoing research to learn how and in what ways innovativeness is observable. The findings of the current research study identified that counselor educators are exposed to innovativeness by observing others, or while experimenting with innovation and modeling this process to others. Counselor educators observed innovative professors or peers in a face-to-face environment. However, innovative counselor educators did not discuss observing innovativeness with those outside of their immediate environments, on the professional level. By examining whether and how innovativeness can be observed at the professional level (e.g., through conferences, publications, professional-level service, and social media), the counseling profession can learn how to better promote, encourage, and develop innovators in the counseling field.

Counselor Education Graduates' Career Choices

This research study examined innovative people who made the decision to pursue careers as counselor educators. However, many doctoral students graduate from counselor education programs and pursue careers outside of counselor education (e.g. private corporate sector). Therefore, while it is possible that the most innovative counselor education graduates become counselor educators, the opposite could also be true: they might instead choose employment outside educational institutions. If so, this could mean that the participants

within this study are not the most innovative minds within counseling, and that the counseling profession is losing its innovative minds to other career opportunities. Given this possibility, the counseling field would benefit from conducting future research to determine where innovative counselor education graduates choose to work. If they are pursuing careers as counselor educators, what factors contribute to this decision? In contrast, if they are pursuing careers outside of higher education, what factors contribute to their decision, and how can higher education institutions offer more competitive employment opportunities?

Innovation in Higher Education

Innovation is inherently non-traditional in nature; however, innovative counselor educators characterized higher education institutions as being traditional work environments. Some institutions are working to make their cultures more innovative by initiating collaborations with private organizations and corporations to share and advance innovative knowledge both within and beyond academia. However, most higher education institutions still rely on traditional structures and practices, particularly the tenure and promotion process, which the participants in this study criticized as being unable to account for innovative work products. Future research needs to examine how formal and informal structures within higher education institutions impact the innovativeness of academics. Such research could help determine whether these structures need updating to reflect societal changes.

Limitations

All research studies have limitations or weaknesses within their design (Heppner, Wampold, & Kivlighan, 2008), which must be considered when assessing the legitimacy and trustworthiness of the results. Each of this research study's limitations, as described below,

was examined during the design of the research study, and decisions were made in consultation with experienced researchers to ensure these limitations were controlled to the best extent possible given the goals and rationale of the research study. The following limitations impacted the research study: (a) sampling procedures, (b) use of the Innovativeness Scale, (c) the demographics of the sample, and (d) protecting participant identities and ideas.

Sampling Procedures

Three different sampling procedures were used to recruit diverse innovative counselor educators to participate in the research study. As the researcher was interested in identifying and recruiting counselor educators who were highly innovative (e.g., those within the upper 15% of the population for innovativeness), she implemented a wide recruitment strategy to gain the attention of counselor educators across the United States. One limitation of utilizing such a broad strategy is that it is impossible to know the response rate of potential participants. In addition, there were a number of participants who completed one phase of the research study, but did not follow through to complete the interview process.

Also, an inherent limitation of the snowball sampling method is that it can often introduce bias within the sampling procedures. This is because those who are outside of, or not connected to, social networks of previous participants are unknown and not able to be invited to participate. Within the given research design, snowball sampling was viewed as the most appropriate choice due to the previously outlined tendency of highly innovative people to be connected through social networks (Rogers, 2003). However, given the isolation experienced by the participants, and the high occurrence of interdisciplinary relationships, it

is possible that all highly innovative counselor educators are not widely connected via social networks within the counselor education field, and thus would have been missed by the snowball sampling method.

The combination of the three sampling methods was chosen as a comprehensive approach to tap into differing types of highly innovative counselor educators. Advertisement methods at both in-person and online networking venues allowed for the potential to recruit counselor educators who were active in the profession but not connected via social networks with other highly innovative counselor educators. The use of snowball sampling also allowed the researcher to tap into social networks, which could aid in identifying well-connected innovators. This combination of sampling procedures satisfied both bodies of thought, creating the best possible approach to inviting and recruiting innovative counselor educators.

Innovativeness Scale

A second set of limitations to the research study were associated with the use of the Innovativeness Scale (Hurt et al., 1977) to identify the population of interest, namely innovative counselor educators. The scale is dated, having been created 40 years ago, and it also lacks specificity to the counselor education field. In addition, the scale was created to support the theoretical constructs of Diffusion of Innovation theory, which is a limitation in a study based on grounded theory because grounded theorists warn against using information from a previous theory or body of literature to identify and develop new theoretical constructs (Charmaz, 2014). Nevertheless, despite these limitations, the Innovativeness Scale (Hurt et al., 1977) was determined to be the best option after reviewing all other scales measuring innovativeness. This scale was identified as the most rigorous and generalizable,

which allows for its application to the counselor education field. The only other alternative to the Innovativeness Scale (Hurt et al., 1977) was to use no scale at all, and rather have counselor educators self-identify as innovators in the field. This choice was seen as less rigorous for two reasons: it would introduce social desirability bias (Heppner, Wampold, & Kivlighan, 2008) because innovativeness could be viewed as a desirable trait, and it would not provide any way for the researcher to know whether in fact participants were highly innovative within the field. Participant self-identification is a less rigorous method of identifying the target population than using a scale. Therefore, even though the scale is dated and generalized in nature, it was viewed as the best way to identify members of the target population.

Sample Demographics

A third set of limitations in the study concerned the sample demographics. The aim of the research study was to attract diverse participants who were considered innovative counselor educators. While most demographic characteristics demonstrated a diverse sample, such as gender, ethnicity, region, position type, and institution type, two demographic variables were skewed. Both age and years of experience in counselor educators were less representative of the overall population, with the majority of participants being younger in age and holding less experience within their roles as counselor educators. Seventeen out of the 20 participants were less than 40 years old, with a mean age of 31 years old when the three outliers were excluded. In addition, less-experienced counselor educators were more present in the sample. When the three outliers were removed, 17 out of 20 participants had

fewer than six years of experience as counselor educators, with a mean of 3 years' experience.

These limitations could have occurred for two reasons. First, a sampling error could have occurred. It is possible that the sampling procedures used did not reach older and more experienced innovative counselor educators as easily as those who were younger in age and those who had fewer years of experience in their roles. Alternatively, demographic limitations could have occurred as a result of a potential relationship between the demographic variables (e.g., age and years of experience) and degree of innovativeness. Previous literature suggests a lack of consensus regarding the relationship between age and degree of innovativeness: some scholars report that higher levels of innovativeness are found in younger people (Waugh, 2004), while others report no relationship between age and level of innovativeness (Rogers, 2003). Also, there are conflicting perspectives regarding a connection between years of experience and innovativeness (Gilson, Lim, Luciano, & Choi, 2013; Kark & Carmeli, 2009; Rogers, 2003; Waugh, 2004). Therefore, future research could benefit from identifying strategies to better reach and recruit those who are older and have more experience as counselor educators to understand these phenomena.

Protecting Participant Identities and Ideas

A final limitation of the outlined research study was the need to alter and omit information to protect participant identities and ideas shared within the individual interviews. Often narratives and examples of innovative work were removed, and the descriptions of the data were vague because the information shared would reveal the identity of the innovative counselor educators who participated in the study. In addition, the researcher did not want to

share the innovative counselor educator's innovative ideas and work products prior to the participants sharing these ideas in their own ways with the counseling profession. Therefore, the primary researcher had to make decisions to omit, or generalize information. This intentional decision is reflective of both the values and ethics surrounding the qualitative research practice, as participant protection is more important the research findings. However, the researcher still was able to communicate the findings with less revealing quotations in a way that demonstrated support for the categories and grounded theory, as well as the perspectives of the participants.

Summary

Exploring the experience of innovativeness, specifically within the field of counselor education, is the first step toward understanding how to support innovative counselor educators who may be driving change and growth within the counseling profession. This research study utilizes a constructivist grounded theory approach to provide a foundational understanding of innovative counselor educators' professional experiences. The Innovativeness Scale (Hurt, Joseph, & Cook, 1977) was used to determine degree of innovativeness of counselor educators, and acted as a screening tool to ensure only highly innovative counselor educators participated in the study. Twenty innovative counselor educators with diverse backgrounds, positions, and locations participated in individual in-depth interviews. At the conclusion of the data analysis seven categories emerged: (a) conceptualizing innovativeness, (b) professional experiences, (c) personal qualities and experiences, (d) factors impacting innovation, (d) how counselor educators experience innovation, (e) emotions associated with innovativeness, and (f) innovativeness within

counselor education roles. The implications of these research findings can be applied to the future work of counselor educators, as well as the counseling profession, and higher education administrators.

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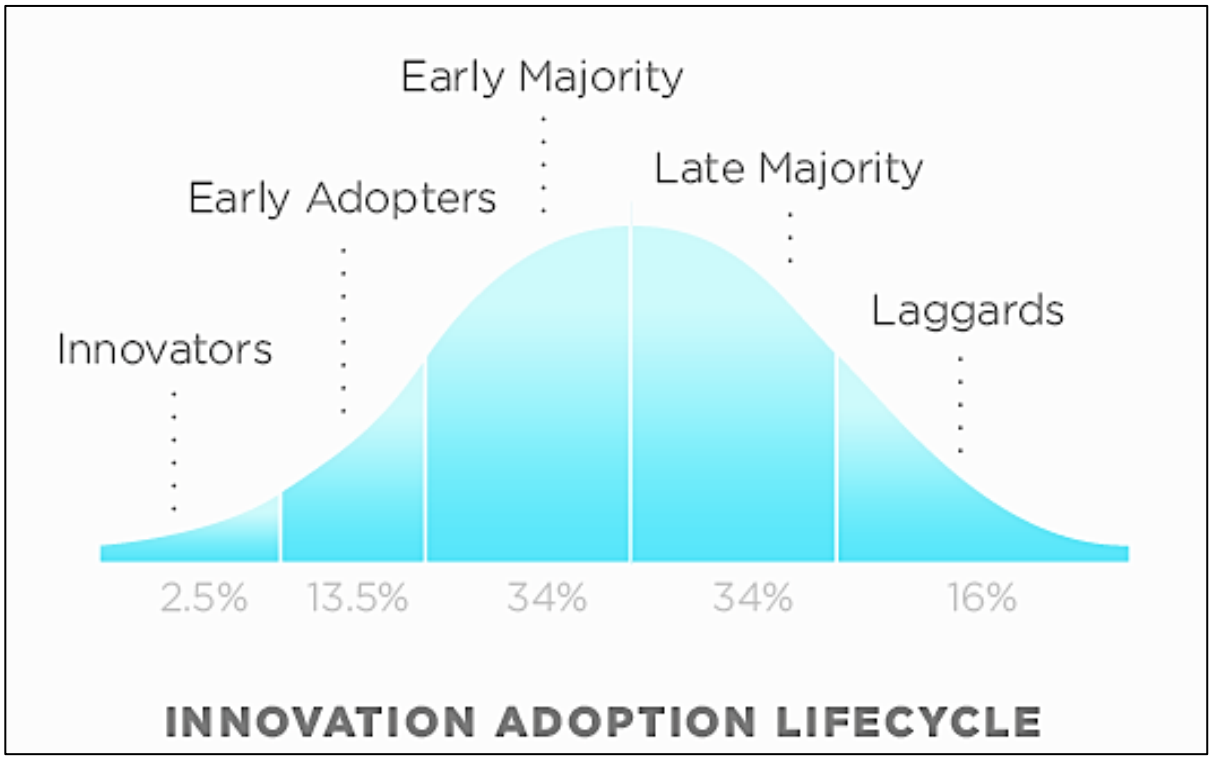
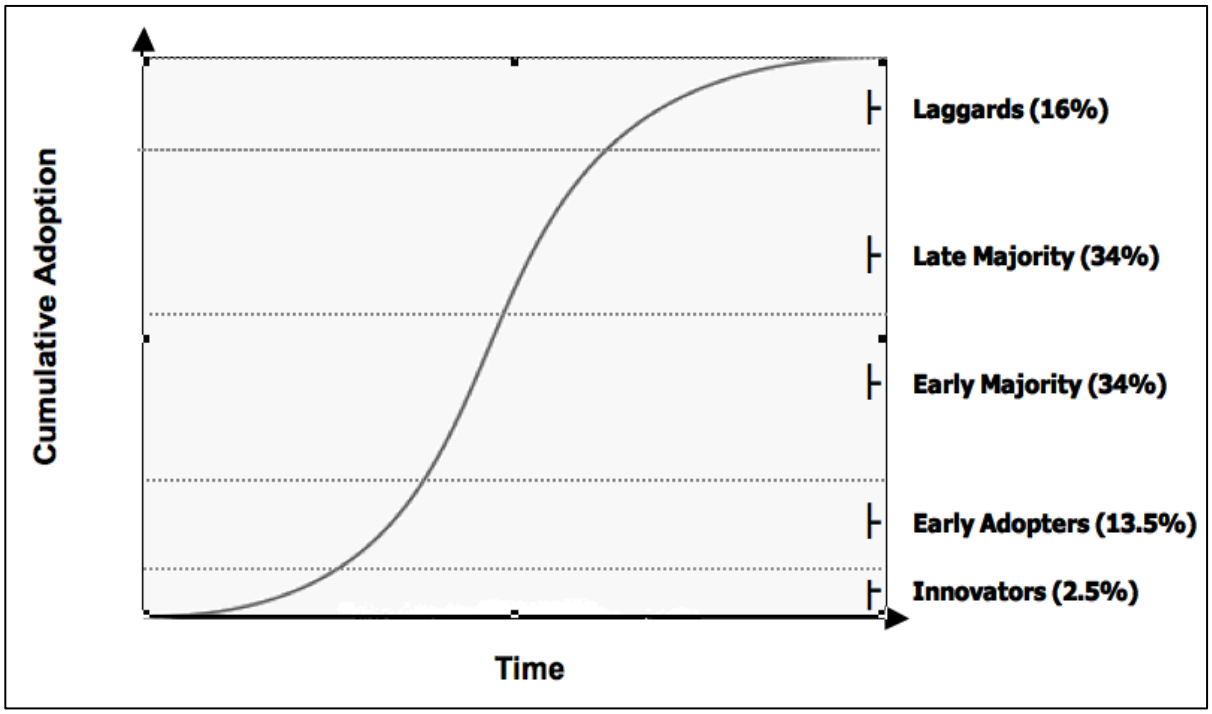
APPENDICES

Appendix A. Innovation Adoption Lifecycle



This image illustrates Rogers' five levels of readiness or adoption in which individuals identify when a new innovation is introduced. In *Wikipedia,* n.d., Retrieved March 1, 2016, from https://en.wikipedia.org/wiki/Technology_life_cycle. "DiffusionOfInnovation". Licensed under CC BY 2.5 via Wikipedia - https://en.wikipedia.org/wiki/File:DiffusionOfInnovation.png#/media/File:DiffusionOfInnovation.png. Adapted with permission.

Appendix B. S-shaped Curve of Adoption by Adopter Category



This image illustrates the S-curve that initially occurs when a new innovation is introduced. Rogers EM. Diffusion of innovations. 5th edition. New York: The Free Press; 2003. Retrieved March 1, 2016, from http://www.jmir.org/2006/2/e7/?xml#ref41

Appendix C. Participant Demographic Questionnair3

1. Please select the gender you identify with.
    - Male
    - Female
    - Other (_____)

2. Please enter your age in years.

3. Which of the following best describes your ethnicity
    - African American/ Black
    - American Indian/ Alaskan Native
    - Arab/ Arab American
    - Asian American
    - Caucasian/ White
    - Hispanic/ Latino/ Spanish American
    - Native Hawaiian/ Pacific Islander
    - Multiracial
    - Other

4. Please indicate the Association of Counselor Education and Supervision (ACES) region in which your current counselor education program is located.
    - North Central ACES
    - North Atlantic ACES
    - Southern ACES
    - Rocky Mountain ACES
    - Western ACES

5. Please indicate the total number of years you have been working as a counselor educator.

6. Please select the category below that best describes your current counselor educator position.
    - Tenured counselor educator
        - Professor Emeritus
        - Professor
        - Associate Professor
        - Other (___)
    - Tenure-track counselor educator
        - Assistant Professor
        - Other (___)
    - Full-time non-tenure track counselor educator
        - Teaching Assistant Professor
        - Visiting Professor

Clinical Professor
Other (___)
Adjunct Instructor

7. Is your current institution accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)?
Yes
No

8. Please indicate the type of institution you current work for:
Public
Private

9. Please indicate the highest level of degree you have earned.
Master's Degree
Doctoral Degree

10. What discipline is your master's degree?

11. What discipline is your doctoral degree?

12. Select your counseling specialization area:
School Counseling
Clinical Mental Health/ Community Counseling
Student Affairs/ College Counseling
Addictions Counseling
Marriage, Couple, and/or Family Counseling
Clinical Rehabilitation Counseling
Career Counseling
Gerontological Counseling

13. The counselor education program I work in trains:
Master's level students
both master's and doctoral level students

14. How many years have you worked as a counselor educator at your current institution?

15. Are you currently employed by an institution where you earned a degree?
Yes
No

If Yes, please select the type of degree earned at the institution where you are currently employed (select all that apply)

Bachelors
Master's
Doctorate
Other (___)

16. Please select the tasks you perform within your role as a counselor educator:
    Research
    Scholarly Writing
    Grant Writing
    Conference Presentations
    Teaching
    Counseling Supervision
    Professional Service
    Clinical practice (serving clients as a practicing counselor)

Appendix D. Innovativeness Scale

Directions: People respond to their environment in different ways. Please respond to the statements below when thinking about *your work as a counselor educator*.

Indicate the degree to which each statement applies to you by marking whether you: Strongly Disagree, Disagree, are Neutral, Agree, or Strongly Disagree. Please work quickly, there are no right or wrong answers, just record your first impression.

My peers often ask me for advice or information.

Strongly disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly agree ○

I enjoy trying out new ideas.

Strongly disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly agree ○

I seek out new ways to do things.

Strongly disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly agree ○

I am generally cautious about accepting new ideas.

Strongly disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly agree ○

I frequently improvise methods for solving a problem when an answer is not apparent.

Strongly disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly agree ○

I am suspicious of new inventions and new ways of thinking.

Strongly disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly agree ○

I rarely trust new ideas until I can see whether the vast majority people around me accept them.

Strongly disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly agree ○

I feel that I am an influential member of my peer group.

Strongly disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly agree ○

I consider myself to be creative and original in my thinking and behavior.

Strongly disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly agree ○

I am aware that I am usually one of the last people in my group to accept something new.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I am an inventive kind of person.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I enjoy taking part in the leadership responsibilities of the groups I belong to.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I am reluctant about adopting new ways of doing things until I see them working for people around me.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I find it stimulating to be original in my thinking and behavior.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I tend to feel that the old way of living and doing things is the best way.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I am challenged by ambiguities and unsolved problems.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I must see other people using new innovations before I will consider them

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I am receptive to new ideas.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I am challenged by unanswered questions.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

I often find myself skeptical of new ideas.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

Appendix E. Interview Protocol

1. Tell me about what motivated you to become a counselor educator?

2. Tell me about an innovative project or you are working on right now, that you are most excited about?

    Follow up: Tell me about other projects that you are working on.

3. What sets this project apart from other work you do as a counselor educator?

4. Do you find certain counselor educator roles/ responsibilities are more conducive to innovation than others?

    Follow up: Can you tell me more about these roles, and how they impede your innovativeness?

5. What factors contribute to your ability to be innovative as a counselor educator?

6. Share a time when your innovativeness was inhibited?

    Follow up: What barriers do you experience that hinder your ability to be innovative as a counselor educator?

7. What has motivated you to be innovative in your work as a counselor educator over the course of your career?

8. What personal and professional experiences have contributed to your innovativeness?

9. I've used the term innovative a number of times but intentionally have not defined it. After reflecting on your innovative work as a counselor educator, can you tell me how you would define innovativeness?

10. In the final 15 minutes, what would you like to add about the experience of being innovative in counselor education that has not already been discussed?

Appendix F. Recruitment Image

Appendix G. CESNet E-mail

Subject Line: Are you an innovator?

Attention Counselor Educators:

Are you an innovator? Are you currently working on an innovative research study? Maybe you are innovative in your teaching, service, or leadership efforts? Share your innovative experiences by completing a 5-10 minute survey for a chance to win an Apple TV! Anyone who is currently serving in a counselor educator role is eligible to participate.

To participate visit: go.ncsu.edu/ACES

Depending on your survey results, there is an additional opportunity to participate in a 45 minute online interview to discuss your innovative experiences in more detail. Counselor Educators are very busy people; therefore, anyone who participates in an interview will ***receive a $50 Amazon gift card*** as compensation for your time.

Please feel free to forward this email to other innovative counselor educators in your network!

Thank you in advance for your time!

Beth Vincent, MS, LPCA, NCC
Doctoral Candidate: NC State University
http://www.elizabethvincent.weebly.com
eavincen@ncsu.edu
*This research study was approved by the NC State University Institutional Review Board

Appendix H. Snowball Sampling E-mail

Hello [Name],

Little is know about innovation in counselor education; therefore, the profession could benefit from learning more about your innovative efforts related to your role as a counselor educator. You are receiving this email because you were nominated by your colleagues as an innovator in the field of counselor education. I am currently conducting research to better understand the experience of being innovative in counselor education under the direction of Dr. Adria Shipp Dunbar, and would appreciate the opportunity to learn more about your experiences and perspective.

If you are interested in participating in this research, I invite you to complete a brief electronic survey lasting 5-10 minutes (http://go.ncsu.edu/ACES). All participants will be entered into a drawing for an Apple TV. In addition, you may also be invited to complete an optional 45 minute online interview to gain a deeper understanding of your innovativeness. Counselor Educators are very busy people; therefore, ***anyone who participates in an interview will receive a $50 Amazon gift card*** as compensation for your time.

Also, because innovative people tend to have other innovative people within their social networks, I would appreciate it if you forwarded this email to 2-3 other counselor educators who you view as innovative.

Click here to participate!

Thank you for your time and consideration.

Beth Vincent, MS, LPCA, NCC
Doctoral Candidate: NC State University
http://www.elizabethvincent.weebly.com
Dissertation Chair: Dr. Adria Shipp Dunbar
**This research study was approved by the NC State University Institutional Review Board*

Appendix I. Informed Consent Phase 1

North Carolina State University: Informed Consent Form
Research with Students

Title of the Study: Innovativeness in Counselor Education: An Exploratory Study
Principal Investigator: Elizabeth Vincent, Doctoral Student Counselor Education
Faculty Sponsor: Adria Shipp Dunbar, Ph.D.

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher named above.

What is the purpose of this study?

The purpose of this study is to learn more about innovative counselor educators. Innovation is an essential component to the progression of any professional field. As no research has been conducted exploring innovation in counselor education, this research will explore the presence of innovation and corresponding professional experiences of counselor educators.

What will happen if you take part in the study?

If you agree to participate in this study the following will take place. First, you will be asked a series of demographic questions about your background as a counselor educator. Following the demographic questions you will be prompted to answer multiple choice questions about your preferences for working within the counselor education setting. Both aspects of the online survey will take less than 10 minutes to complete.

Risks

There are no anticipated risks associated with the study that would not be inherently present from participating in answering questions about your professional experiences. While it is possible participants will experience minor stress when being asked about their level of innovation within their professional practice, it is unlikely. If participants experience stress at any point, they should stop taking the survey.

Benefits

The benefits to you as a participant are minimal, but the counseling profession may benefit. The research hopes to learn more about the presence of innovativeness among counselor education professions, who are leaders in the counseling profession. Learning more about innovation in counselor education will aid in identifying strategies to encourage and enhance innovation in the counselor education field.

Confidentiality

The online survey is confidential and will not be shown to anyone outside of the research team. Your responses will be stored within Qualtrics survey software, making it password protected. Data will only be accessed by the PI and if any identifying information is included, it will be removed before taking the data outside of the Qualtrics system.

Compensation

If you choose to participate in the research study, you will be given the option to enter your name into a drawing to win an Apple TV. If you choose to enter into the drawing, your email address will be stored in a separate survey, maintaining the anonymity of the survey data. If you do not complete the survey in its entirety you will not be eligible to win the Apple TV.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the principal investigator, Beth Vincent, at eavincen@ncsu.edu

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator at dapaxton@ncsu.edu or by phone at 1-919-515-4514.

Consent To Participate

"I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.

I have read, understood, and printed a copy of, the above consent form and desire of my own free will to participate in this study.

- Yes
- No

Appendix J. Informed Consent Phase 2

North Carolina State University: Informed Consent Form
Research with Students

Title of the Study: Innovativeness in Counselor Education: An Exploratory Study
Principal Investigator: Elizabeth Vincent, Doctoral Student Counselor Education
Faculty Sponsor: Adria Shipp Dunbar, Ph.D.

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher named above.

What is the purpose of this study?

The purpose of this study is to learn more about innovative counselor educators. Innovation is an essential component to the progression of any professional field. As no research has been conducted exploring innovation in counselor education, this research will explore the presence of innovation and corresponding professional experiences of counselor educators.

What will happen if you take part in the study?

If you agree to participate in this study the following will take place. First, you will be asked to schedule a 45-60 online interview. These interviews will take place using Go To Meeting online software and the interview will be audio recorded. During the interview you will be asked a series of questions about your experiences as an innovative counselor educator. Following the completion of the interview, you will be given the option to review the interview transcript for accuracy. This will conclude your particpation in the research study.

Risks
There are no anticipated risks associated with the study that would not be inherently present from participating in answering questions about your professional experiences. While it is possible participants will experience minor stress when being asked about their innovative work product, it is unlikely. If participants experience stress at any point, they should stop taking the survey.

Benefits
The benefits to you as a participant are minimal, but the counseling profession may benefit. The research hopes to learn more about the experiences of innovative counselor educators, who are leaders in the counseling profession. Learning more about innovation in counselor education will aid in identifying strategies to encourage and enhance innovation in the counselor education field.

Confidentiality
The interview information will be confidential. Any identifying information shared during the online interview will be removed from the interview transcripts. The principal investigator will be the only researcher that will view the interview transcripts prior to analysis. The information will be stored on a secure computer, in password protected files.

Confidentiality
The interview information will be confidential. Any identifying information shared during the online interview will be removed from the interview transcripts. The principal investigator will be the only researcher that will view the interview transcripts prior to analysis. The information will be stored on a secure computer, in password protected files.

Compensation

If you choose to participate in the research study, you will receive a $50 Amazon.com gift card within 24 hours of the completion of the interview. This will be received electronically using the email address provided for communication through the research process.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the principal investigator, Beth Vincent, at eavincen@ncsu.edu

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator at dapaxton@ncsu.edu or by phone at 1-919-515-4514.

Consent To Participate
"I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.

I understand that because of this study, there could be violations of my privacy. To prevent violations of my own and others' privacy, I have been asked not to talk about any of my own or others' private experiences that I would consider too personal or revealing.

- Yes
- No

Appendix K. Interview Email Reminder

Subject Line: Reminder of your upcoming interview!

Hello [Name],

This is email acts as a friendly reminder of your upcoming interview ***[date]*** ***at*** ***[time]*** to discuss your experiences of being an innovative counselor educator. I am looking forward to speaking with you and learning more about your experiences. If you find this scheduled date and time no longer work with your schedule please click here (https://counseloredinnovation.youcanbook.me) to reschedule the interview to a more convenient time.

Before the Interview:
Before the interview takes place I want to provide you with some information:

- For your reference I have attached the interview questions for your review prior to the interview. This is not a requirement, but a courtesy if you are interested.
- Also, you will find my subjectivity statement attached to this email. This is a common practice in qualitative research and allows you to learn more about my background prior to the interview.

How to Join the Meeting:
Our meeting will take place online, and will be audio recorded. We will be using GoToMeeting for this process. Joining the meeting is easy, all you need to do is click the link below at the time of the interview and you will join our private meeting space.
Please join my meeting from your computer, tablet or smartphone.
https://global.gotomeeting.com/join/815644861

You can also dial in using your phone.
United States: +1 (408) 650-3123
Access Code: 815-644-861
First GoToMeeting? Try a test session: http://help.citrix.com/getready

If you have any questions, or need assistance joining the meeting, please contact me at eavincen@ncsu.edu. Thank you for your time, and I look forward to speaking with you soon!

Beth Vincent, MS, LPCA, NCC
Doctoral Candidate: NC State University
http://www.elizabethvincent.weebly.com
Dissertation Chair: Dr. Adria Shipp Dunbar
**This research study was approved by the NC State University Institutional Review Board*

Appendix L. Member Checking Email

Subject Line: Can you review this for accuracy?

Hello [Name],

Attached you will find a copy of your interview transcript. Please let me know if the information is accurate, or if anything needs to be added, taken out, or altered. If possible, can you respond to this email by [date]?

Thank you for your time, and participation in this research. I am very thankful for your input into this process! :)

Beth Vincent, MS, LPCA, NCC
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