

FACULTY DEVELOPMENT GRANT REPORT

Submitted by

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Executive Summary

This Faculty Development Grant supported research and manuscript development for the scholarly book *Sex, Spirituality and Sisterhood: How Older Black Women Respond to Economic Injustice—Innovation, Resiliency, and Spiritual Power*. The project advances Lincoln University's strategic priorities by supporting faculty scholarship, fostering interdisciplinary inquiry, and producing research with clear relevance to students, professional practitioners, and broader communities.

The project focuses on qualitative research examining how older Black women have historically drawn upon sexuality, spirituality, and self-identity as sources of resilience in response to economic insecurity. While the original timeline proposed completion of interviews, thematic analysis, and final manuscript chapters during the summer grant period, several unanticipated ethical and contextual factors required adjustment to the schedule. These included participant loss and illness, as well as significant shifts in the social and political climate that shaped both data collection and analysis.

Despite these delays, the work has progressed as proposed, with the scope of the manuscript strengthened through the addition of two chapters addressing emergent intersections of race, gender, age, and economic injustice. The project remains aligned with its original goals and continues toward completion, with dissemination planned through scholarly conferences, professional workshops, institutional presentations, and curriculum development. The grant has provided essential support for sustained, ethically grounded scholarship that contributes to Lincoln University's mission of academic excellence, community engagement, and socially responsive research.

Faculty Development Grant Final Report

I. Focus of Faculty Development Grant project

The focus of the Faculty Development Grant project was to finalize the research for a scholarly book titled *Sex, Spirituality and Sisterhood: How Older Black Women Respond to Economic Injustice—Innovation, Resiliency, and Spiritual Power*. The project supported qualitative data collection, thematic analysis, and the writing of final manuscript chapters, with the goal of submitting the completed work to the publisher.

This work aligns with Lincoln University's strategic commitment to supporting faculty research and creative activity that advances knowledge, strengthens interdisciplinary scholarship, and contributes to socially responsive academic inquiry. The grant was intended to provide protected time for concentrated research and writing during the summer grant period.

While substantial progress was made toward these goals, the interviews and full data analysis were not completed during the summer as originally proposed, necessitating an adjustment to the project timeline and scope.

II. Project Progress, Timeline Adjustments, and Scholarly Context

Although the original project timeline was developed in good faith, it ultimately proved to be more ambitious than was feasible under evolving research conditions.

Several unanticipated factors contributed to delays in completing interviews and data analysis. The broader socio-political climate during the grant period affected participant availability, engagement, and emotional readiness, requiring a more flexible and ethically responsive qualitative research approach. In addition, the death of one research participant and the serious illness of another necessitated a pause in data collection. These circumstances required careful ethical consideration and reinforced the importance of prioritizing participant well-being, dignity, and research integrity—principles central to both qualitative research and Lincoln University's values—over strict adherence to an initial timeline.

As the project progressed, changes in the social and political landscape also generated new and significant analytic themes that were not fully visible at the time of the original proposal. In response, I made the scholarly decision to expand the manuscript to include two additional chapters addressing emergent intersections of race, gender, age, and economic injustice. While this expansion extended the project timeline, it strengthened the conceptual coherence, analytical depth, and contemporary relevance of the work.

Rather than accelerating the research process in ways that could compromise ethical standards or scholarly rigor, the project evolved to reflect responsible qualitative research practice. The revised timeline more accurately reflects the complexity of the research questions and supports the production of a high-quality scholarly contribution consistent with faculty development expectations.

III. Project Significance

Recent changes in our country and throughout the world have made this book more relevant now than ever before. A growing body of research has examined the impact of social isolation, loneliness, and financial insecurity during and following the COVID-19 pandemic. However, the intersection of racial status, gender, age, and economic insecurity—particularly as experienced by older Black women—has received comparatively limited scholarly attention.

More recently, the national election and broader political climate have further underscored the urgency of research that examines these intersections. Much of the dominant discourse related to Black women remains deficit-based and often relies on pathologizing stereotypes rather than historically grounded, strength-based perspectives.

Sex, Spirituality and Sisterhood seeks to challenge these narratives by centering the lived experiences of older Black women and documenting the innovative, resilient, and spiritually grounded strategies they have used to navigate economic injustice. By foregrounding sexuality, spirituality, and self-identity as sources of power rather than pathology, the project contributes to more nuanced scholarship and offers culturally responsive insight relevant to students, scholars, and practitioners. This work reflects Lincoln University's commitment to research that is intellectually rigorous, socially engaged, and relevant to contemporary challenges.

IV. Project Dissemination and Institutionalization

Findings from this project will be disseminated through multiple scholarly, professional, and institutional venues, supporting Lincoln University's goals of research visibility, community engagement, and student-centered learning. Planned dissemination includes presentation at Lincoln University's Research Symposium; a presentation at the Association of Black Psychologists (ABPsi) International Conference in August 2026; and a professional workshop scheduled for late February 2026, for which three (3) continuing education units (CEUs) for professional counselors will be awarded.

Within the University, the work will inform additional faculty and student engagement through internal forums and the development of a Special Topics course to be offered in future semesters. This course will integrate research findings into curriculum, supporting student learning and exposure to faculty scholarship.

The intended readership of the book includes mental health professionals and students. Due to its intersectional framework, the manuscript also has interdisciplinary relevance across social science fields, including psychology, sociology, economics, and political science. Beyond Lincoln University, the book is well suited for graduate-level courses and professional development workshops focused on Race and Sexuality; Gender, Sexuality, and Identity; and Diverse Concepts in Human Sexuality.

Professional organizations with particular interest in this work include the American Association for Marriage and Family Therapy; the American Association of Sexuality Educators, Counselors, and Therapists; the Association of Black Sexologists and Clinicians; the National Association of African American Studies; and the Association of Black Psychologists.

V. Project Continuity, Institutional Impact, and Acknowledgment

The work supported by the Faculty Development Grant has been carried out as proposed, and the core aims of the project remain unchanged. While the timeline required adjustment, the research activities—including data collection, thematic analysis, and manuscript development—are ongoing and progressing toward completion. The grant enabled sustained scholarly engagement that strengthened the quality, scope, and impact of the work.

I am deeply appreciative of the Faculty Development Grant and of Lincoln University's ongoing commitment to supporting faculty scholarship, research, and creative activity. This support affirms the University's investment in rigorous, socially responsive research and its role in advancing faculty development, student learning, and community-relevant knowledge. I look forward to continued institutional support as this project moves toward completion and dissemination, contributing to Lincoln University's broader mission and strategic goals.
