

## Invitation to Review for the Journal of Negro Education

Journal of Negro Education <onbehalfof+journalnegroed+gmail.com@manuscriptcen

Mon 7/17, 3:12 PM

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Inbox

17-Jul-2017

Dear Prof. Thomas:

Manuscript ID JNE17037.R1 entitled "Illuminating Social-Class Identity: The Persistence of Working-Class African American Women Doctoral Students" has been submitted to the Journal of Negro Education.

[I invite you to review this REVISED manuscript.](#) The abstract appears at the end of this letter, along with the names of the authors. Please let me know as soon as possible if you will be able to accept my invitation to review. If you are unable to review at this time, I would appreciate you recommending another expert reviewer. You may e-mail me with your reply or click the appropriate link at the bottom of the page to automatically register your reply with our online manuscript submission and review system.

Once you accept my invitation to review this manuscript, you will be notified via e-mail about how to access ScholarOne Manuscripts, our online manuscript submission and review system. You will then have access to the manuscript and reviewer instructions in your Reviewer Center.

I realize that our expert reviewers greatly contribute to the high standards of the Journal, and I thank you for your present and/or future participation.

Sincerely,  
Lenda P. Hill  
Journal of Negro Education Associate Editor  
journalnegroed@gmail.com

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### MANUSCRIPT DETAILS

TITLE: Illuminating Social-Class Identity: The Persistence of Working-Class African American Women Doctoral Students

ABSTRACT: Scholars argue that there is a silence related to social class status in educational literature. Consequently, the purpose of this phenomenological study was to develop an understanding of how a working-class social class status influences the educational experiences of African American women doctoral students at predominantly White

persistence: 1) Working-Class Virtues, 2) Development of Self-Efficacy and Resiliency, and 3) Utilization of Personal and Academic Support Systems. Implications for practice, research, and advocacy that support the academic persistence of students from economically disadvantaged backgrounds are discussed.