Preface

The US has experienced a large surge of foreign talent, as evidenced by the large number of international students enrolling each year in the science and engineering fields. Among the foreign countries and economies, China ranks top in the number of doctorate degree recipients from US institutions in the science and engineering fields. This book focuses on studying the epistemological development of Chinese engineering doctoral students who are pursuing degrees in US institutions.

This work stems from my personal interest on the Chinese student population in US and my experiences as one of them through seven years of study in the US. It is certainly not a one-man job. First of all, I want to give thanks to my heavenly Father who sustained me through this work. I would like to give special thanks to my advisor Dr. Monica F. Cox. Her professional guidance and inspirations have encouraged me throughout my doctoral training. She and her husband, Ishbah Cox, have showered wonderful blessings on me and served as role models for me. Deep appreciation goes to professors at the School of Engineering Education and other departments at Purdue University. They offered critical insights, helped me, and worked with me through many big and small steps. They are Dr. Brent Jesiek, Dr. Yating Haller, Dr. William Graziano, Dr. Phillip Wankat, Dr. David Radcliffe, Dr. Ruth Streveler, Dr. Robin Adams, Dr. Alice Pawley, Dr. Donna Ennerson, and many other professors.

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