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This book explores how Chinese students abroad may suffer stress, and how they conceptualize and adapt to stress in the American higher education environment. To do so, it adopts a mixed methods design: the sequential explanatory design, which is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. To date, no empirical research has focused solely upon understanding the stress and coping processes of Chinese students in the United States. This book addresses that gap, enriching the body of literature on international students' adaptation process in foreign countries.

We invite you to explore the third issue of our 10th anniversary series in the Journal of International Students! The COVID-19 global pandemic has affected every facet of our lives, and international students are profoundly impacted by the uncertainty in higher education worldwide. The cutting-edge research and analysis from our authors continues to be critical as we navigate new realities together. Issue 10.3 continues our yearlong celebration with essays from influential voices in the field who highlight the importance of supporting international students and immigrants in these challenges time, the diversification of students, and teaching and engaging international students.

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