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Abstract
Multinationalization has been an important trend for global higher education in the 21st century. Given from the universal experience, multinationalization of higher education is the competition of higher education service output. It is also cooperation across geographical areas. Nowadays, the competitions and comparisons among all types of educational institutions worldwide are getting fiercer. Universities, which are mainly responsible for academic research and conveyance of knowledge, shall definitely contribute more efforts towards multinationalization. Multinationalization is an essential rather than the only reason for a highly competitive university, and that it improves the ability to compete is out of question. However, the improvement does not come from multinationalization itself. Instead, it derives from the multinationlization of curriculum design, faculty research, and campus environment.
The research was aimed to examine the influence that an internationalized campus has on students' capability to adjust themselves to overseas working and working across cultural borders from three aspects: capability to adjust to cross-culture works, participating attitudes towards multinational affairs, and willingness to work across cultural borders.
With international academic exchange, visions to multinationalization, internationalized campus, visits and speeches given by multinationals, and lectures given by foreign faculty, students will be equipped with the capability to adjust themselves to cross-culture work in a shorter time.
Also, internationalized campus, visits and speeches from multinationals, lectures given by foreign faculty, and materials in foreign languages help to link up lectures with international issues, to raise students' interests in international affairs, to understand foreign cultures, and to show them respect and tolerance.
The concept of willingness to work across cultural borders mostly builds up before students leave campuses. The practice of international academic exchanges and the use of materials in foreign languages are a great help for students who will work overseas after they graduate.
Except for service output and geographical area integration, multinationalization of universities also aims to allow students to acknowledge and participate in international affairs and to foster their attitudes and willingness towards cross-culture works through international academic exchanges, visions to multinationalization, internationalized campus, visits and speeches from multinationals, lectures given by foreign faculty, and the use of materials in foreign languages. The ultimate goal is to foster manpower equipped with knowledge, skills, understanding of the world and his/her own country, and competitive ability. Manpower with the

above-mentioned characteristics is capable of independent thinking and speaking in more than one language. Furthermore, it appreciates and respects the differences among different cultures, societies, economies, politics, and environment and eventually builds up the value of being a world citizen.
Key words: higher education, multinationalization of higher education, the ability to work across cultural borders
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