

# Exploratory Practice in Cultivating Top-Tier Innovative Academic Talents in Economics and Management Disciplines: A Case Study Based on the Excellent Academic Talent Cultivation Program of School of Finance

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**Abstract:** Against the dual backdrop of intensified global higher education competition and the national innovation-driven development strategy, cultivating top-tier innovative academic talents has become a key proposition for universities to enhance their core competitiveness. This paper takes the Excellent Academic Talent Cultivation Program of the School of Finance at a certain university as the case study object, adopts qualitative research methods, and systematically deconstructs the program's design logic, operational mechanism, innovative characteristics, and practical effectiveness through in-depth analysis of first-hand materials such as program management documents, teacher-student interview records, and academic achievement data. The study finds that based on the "problem-oriented - theory-supported - mechanism-innovative" path, the program has constructed a closed-loop system of "selection - cultivation - evaluation - improvement", which effectively addresses the core pain points in financial professional talent cultivation, such as "insufficient academic interest, weak research ability, and lack of international perspective". Since the implementation of the program, students have performed significantly better than those under the ordinary cultivation model in terms of academic paper publication, awards in domestic and international competitions, and further study quality, and the academic atmosphere of the school has been effectively improved. Through the detailed analysis of this program, this paper not only enriches the theoretical research on cultivating top-tier talents in economics and management disciplines but also provides a replicable and promotable practical paradigm for similar

universities.

**Keywords:** Top-Tier Innovative Talents; Case Study; Finance Major; Talent Cultivation Model; Academic Literacy; Tutorial System

## 1. Introduction

### 1.1 Research Background

The cultivation of top-tier innovative talents is crucial to the development of a leading country in science and technology and a strong educational nation, and it is even more related to the great cause of national prosperity and national rejuvenation [1]. With the acceleration of financial globalization and the rapid development of financial technology, the market's demand for top-tier academic talents with original research capabilities, international perspectives, and cross-border integration capabilities is increasingly urgent. However, there have long been three structural contradictions in the cultivation of talents in economics and management disciplines in China's higher education: the disconnection between the curriculum system and the disciplinary frontier, the lag in updating traditional curriculum content, and insufficient coverage of frontier fields such as quantitative finance and behavioral finance, which makes it difficult to stimulate students' academic interest; the separation of scientific research training from theoretical teaching, and the orientation of "valuing examination over research" makes students' academic thinking rigid, and most undergraduates lack systematic scientific research method training; insufficient teacher-student interaction and personalized cultivation, and the multi-campus school-running model leads to fragmented teacher-student communication, making it difficult to achieve

"teaching students in accordance with their aptitude". Against this background, the Ministry of Education has successively launched programs such as the "Top-Notch Student Cultivation Program for Basic Disciplines" and the "Strong Foundation Program" since 2010 to promote universities to explore new models for cultivating top-tier talents. In 〈Implementation Plan for Accelerating the Modernization of Education (2018-2022)〉, it is emphasized that with the continuous deepening of the reform of higher education across the country and the steady improvement of the "Double First-Class" Initiative, China has further implemented the "Plan 2.0 for Promoting Excellence in Six Fields and Fostering Top-Tier Talents" and constantly optimized the talent cultivation mechanism[2]. As of June 2025, 13 sessions of cultivation have been completed, with a total of 349 undergraduates graduating, and its experience has important research and promotion value.

## **1.2 Research Significance**

### **1.2.1 Theoretical significance**

Existing studies have mostly focused on cultivating top-tier talents in basic disciplines or science and engineering, with insufficient attention to economics and management disciplines; and they have mostly focused on macro policy design, lacking in-depth analysis of the operational mechanism of specific programs. This study constructs a "theoretical framework for cultivating top-tier talents in economics and management disciplines" through a micro-analysis of the Excellent Academic Talent Cultivation Program of the School of Finance of a certain university, making up for the shortcomings of existing studies.

### **1.2.2 Practical significance**

The experiences formed by the program, such as "refined tutorial system", "integration of the first and second classrooms", and "international empowerment", can provide effective references for the talent cultivation reform in economics and management disciplines of similar universities; the analysis of the existing problems of the program can provide targeted improvement directions for universities to optimize the top-tier talent cultivation system.

## **1.3 Literature Review**

Both the 2024 Government Work Report and the Outline for Building a Powerful Education

Nation (2024-2035) explicitly require "improving the mechanism for identifying and cultivating top-notch innovative talents"[3]. As a key integration point for science and technology as the primary productive force, talent as the primary resource, and innovation as the primary driving force, colleges and universities shoulder the crucial mission of nurturing talents for the nation. To contribute to accelerating the development of a leading education power, a leading sci-tech power, and a leading talent power by cultivating a large number of top-notch innovative talents, colleges and universities need to take the following measures: establish a new mechanism for identifying, selecting, and dynamically evaluating top-notch innovative talents to stimulate learners' internal motivation; build a new long-term cultivation mechanism for top-notch innovative talents to provide learners with effective courses and a conducive learning environment; and develop a new collaborative cultivation mechanism for top-notch innovative talents to offer learners opportunities for practice and improvement[4].

It is generally acknowledged in the academic community that the concept of "top-tier innovative talents" is relative, with its connotation and extension varying across different times and contexts. In recent years, relevant scholars have attempted to define the core connotation of top-tier innovative talents from the perspectives of knowledge, competence, personality traits, and comprehensive quality[5]. In terms of research on top-tier talent cultivation models, in foreign studies, the American "Honors College" model emphasizes improving students' academic potential through small-class teaching and research participation; the German "Elite University Plan" focuses on interdisciplinary cultivation and international cooperation. In the United States, honors education is a personalized educational model characterized by rigor and challenge, specifically designed for high-ability, high-achieving outstanding undergraduate students. It provides selected students with broader and more in-depth academic experiences and a distinctive learning environment both inside and outside the classroom, facilitating their self-development. The organizational forms of honors education include honors programs, honors courses, and honors colleges. Among these, honors colleges possess a higher degree of independence in student recruitment, faculty hiring, and

curriculum design. They have independent administrative departments and educational administrators, are staffed with outstanding faculty members, and have access to the most superior hardware resources across the university. Additionally, they organize research training and offer advanced honors courses for students from various majors, making them the "epitome of honors education" [6]. Nanyang Technological University (NTU) has adopted a range of measures to comprehensively enhance undergraduate students' leadership, innovative awareness, and innovative spirit. These initiatives include the establishment of the "Excellence Scholars Programme", optimization of curriculum design, innovation in teaching practices, and strengthening of undergraduate research engagement[7].

Domestic studies have focused on localized explorations such as "college system" and "tutorial system". For example, Tsinghua University's Xinya College cultivates compound talents through the integration of general education and professional education. A portfolio of programs for cultivating top-tier talents has been developed, including the "Tsinghua Scholars Program", the "Qiangji Program", and the "Yau Shing-Tung Mathematical Sciences Leading Talent Cultivation Program". These programs are implemented through specific talent development initiatives organized respectively by the Scholars Classes, the five Qiangji Colleges, and the Qiu Chengtong Academy of Mathematical Sciences[8].

In terms of research on financial professional talent cultivation, existing studies point out that financial majors need to strengthen the "trinity" cultivation of "theory - practice - innovation", but there is no consensus on how to balance academic and applied nature, and how to solve the dilemma of multi-campus teaching. Since the launch of China's reform and opening-up policy, a basic framework for the independent cultivation of top-tier innovative talents in the country has taken shape, encompassing four major models: the "Special Class for Gifted Youth" model, the "Base Class" model, the "Program-based" model, and the university-based "Experimental Class" model[9].

In recent years, research conducted by scholars at home and abroad on students' research engagement can be primarily categorized into two types. The first type analyzes the roles and

effects of research engagement. For instance, undergraduate students' participation in research in the fields of humanities and social sciences exerts a positive impact on their research skills and capabilities, critical thinking, interpersonal skills, as well as their willingness to pursue postgraduate studies and engage in research careers. Additionally, research engagement plays a significantly positive role in fostering academic interests, and indirectly enhances such interests through students' subjective perceptions and the academic environment of their institutions. The second type explores the factors and mechanisms influencing research engagement. Examples include the following: students' motivation for research participation, research interests, and faculty guidance are effective pathways to promote research engagement activities; the resource conditions and institutional environment of colleges and universities have a direct impact on students' research engagement; and the motivation for research participation, students' understanding of research engagement, as well as the platforms and research resources provided by institutions are key factors affecting postgraduate students' research engagement[10].

Existing studies have provided a theoretical basis for this paper, but there is still a lack of systematic case studies on cultivating top-tier academic talents in economics and management disciplines. This study attempts to fill this gap through in-depth case analysis.

## **1.4 Research Design**

### **1.4.1 Research questions**

This study focuses on the Excellent Academic Talent Cultivation Program of the School of Finance, aiming to provide theoretical and practical references for optimizing the cultivation model of top-tier innovative talents in the field of higher education through a systematic exploration of its core operational logic, practical effectiveness, and innovative value. The specific research questions are as follows:

First, what is the operational mechanism of the Excellent Academic Talent Cultivation Program? The research will be carried out from three dimensions: institutional design (such as selection criteria, formulation of training programs, and construction of credit systems), resource allocation (such as the formation of tutor teams, opening of scientific research

platforms, and connection of international cooperation resources), and process management (such as phased assessment mechanisms, adjustment of personalized training paths, and incentives for academic achievement transformation), to analyze the linkage mechanism and synergistic effect of each link.

Second, what achievements has the program made in cultivating top-tier innovative talents? The research will construct an effectiveness evaluation system from three levels: academic output (such as the number of high-level papers published by students, the depth of participation in national-level scientific research projects, and the award records in academic competitions), ability development (such as the improvement of critical thinking, interdisciplinary research ability, and international academic communication ability), and growth trajectory (such as the proportion of graduates entering top universities for further study and their career development performance in core positions in the financial field). At the same time, by comparing the development differences between students inside and outside the program, the unique enabling effect of the program on the growth of top-tier innovative talents will be revealed.

Third, what are the breakthrough practices and universal values of the program? The research will summarize the original contributions of the program from aspects such as cultivation philosophy (such as whether it breaks through the barriers of traditional financial disciplines and whether it establishes a "student-centered" dynamic adjustment mechanism), model innovation (such as interdisciplinary tutor group system, "scientific research practice + industry experience" dual-track training model, and unique design of international joint training paths), and guarantee system (such as the collaborative education mechanism between the school and financial institutions, and the institutional arrangement of tilting academic resources towards students). On this basis, the applicable conditions and promotion paths of these innovative practices will be further analyzed to provide a replicable and referable experience paradigm for cultivating top-tier talents in other universities or related majors.

#### 1.4.2 Data collection

Data sources include the following aspects: first, first-hand materials, including program application forms, "Training Programs",

"Management Specifications" and other documents; semi-structured interviews with 20 students (including graduates of all sessions) and 5 tutors; mid-term/final defense records (30 copies). Second, second-hand materials, including statistics of students' achievements (paper publication, competition awards, etc.) and media reports.

## **2. Case Background: Overview of the Excellent Academic Talent Cultivation Program**

### **2.1 Origin and Development of the Program**

#### 2.1.1 Launch background

In 2011, the school launched the program based on three practical needs: industry demand, student demands, and discipline construction. The industry demand is that financial institutions have a surge in demand for "research-oriented talents who can solve complex financial problems", and students trained under the traditional model are difficult to meet the requirements; the student demand is that a questionnaire survey shows that 68% of undergraduates hope to participate in scientific research projects but lack channels and guidance; the discipline construction demand is that as the construction unit of the national key discipline "Finance", the School of Finance needs to enhance its disciplinary influence through talent cultivation innovation.

#### 2.1.2 Development process

Pilot period (2011-2014): Completed the first three sessions of cultivation, exploring the basic model of "courses+tutors"; improvement period (2015-2018): Added international exchange modules and competition systems, forming a "selection - cultivation - evaluation" framework; mature period (2019-present): Optimized the cross-campus collaboration mechanism, established a "dual-classroom integration" ecology, and won many provincial-level honors.

### **2.2 Positioning and Target System of the Program**

#### 2.2.1 Core positioning

The program aims to achieve "three integrations": integration of popular "general education" and intensive "elite education"; integration of financial professional theory and scientific research practice; integration of domestic localized cultivation and international perspective expansion.



### 2.2.2 Target decomposition

The table 1 covers four dimensions, along with their corresponding specific goals and measurement indicators, which are detailed as follows:

1. Knowledge Base: The specific goal is to master the core theories and cutting-edge methods of the financial discipline. The measurement indicators include: achieving an average score of no less than 85 in core courses; and having the ability to independently interpret papers from top journals such as the Journal of Finance.

2. Research Ability: The specific goal is to possess original research and problem-solving abilities. The measurement indicators are:

completing one academic paper that meets publication standards; and participating in at least one scientific research project at the provincial level or above.

3. International Perspective: The specific goal is to be capable of participating in international academic exchanges and comparative studies. The measurement indicators include: participating in one international academic conference; and having the ability to write academic papers in English.

4. Personality Literacy: The specific goal is to develop academic integrity and social responsibility. The corresponding measurement indicator is having no records of academic misconduct.

**Table 1. Goal Decomposition Table**

| Dimension                 | Specific Goals   | Measurement Indicators   |
|---------------------------|--|--|
| Knowledge Base            | Master core theories and cutting-edge methods of the financial discipline          | Average score of core courses $\geq 85$ ; ability to independently interpret top journal papers such as Journal of Finance |
| Research Ability          | Possess original research and problem-solving abilities                            | Complete 1 academic paper meeting publication standards; participate in 1 provincial or above scientific research project  |
| International Perspective | Be able to participate in international academic exchanges and comparative studies | Participate in 1 international academic conference; possess English paper writing ability                                  |
| Personality Literacy      | Develop academic integrity and social responsibility                               | No academic misconduct records   |

### 3. Program Operation Mechanism: Closed-Loop Design Based on "Selection - Cultivation - Evaluation"

#### 3.1 Multi-Dimensional Selection Mechanism: Accurately Identifying Academic Potential

##### 3.1.1 Selection criteria

Breaking through the traditional "GPA-only theory", a "three-dimensional and five-element" evaluation system is established: academic foundation (top 20% in course grades, mathematics/econometrics scores  $\geq 90$ ); research potential (innovative thinking, logical analysis ability, sensitivity to financial hotspots); non-intellectual factors (intensity of academic interest,  $\geq 10$  hours per week available for scientific research, pressure resistance).

##### 3.1.2 Selection process

1).Eligibility preliminary review (March): Sophomores in the whole school apply voluntarily, submit materials such as "Academic Interest Statement" and "Course Assignments (Papers)", and a total of 187 applications are received;

2).Written test screening (April): 120 people are selected through the "Financial Research Method Test" (including question types such as literature interpretation and model design);

3).Comprehensive interview (May):

Group discussion without a leader: Given the topic "Impact of Digital Currency on Monetary Policy", observe team collaboration and innovation of viewpoints;

Unstructured interview: A jury composed of 5 tutors asks questions such as "How to design research to verify the existence of 'fund rat trading'?"

Stress test: Complete the data analysis task of "Identifying Financial Fraud in Listed Companies" within 30 minutes;

4.Final selection (June): 50 selected students are determined based on various scores, with a selection rate of 26.7%.

#### 3.2 Stepwise Cultivation Mechanism: Improving Academic Literacy in Layers

3.2.1 First classroom: theoretical foundation and frontier guidance

The core curriculum system consists of three

courses, with details on each course's credits, teaching content, and teaching methods as follows:

1). Introduction to Frontiers in Finance: This course is worth 2 credits. Its teaching content covers 4 major fields including asset pricing and corporate finance, and focuses on analyzing the research logic of papers from top journals. The teaching methods adopted are literature discussion combined with tutor comments.

2). Advanced Econometrics: With 3 credits, this course mainly covers knowledge points such as panel models, instrumental variable methods, and the application of machine learning in finance. It adopts teaching methods of software practice and case analysis.

3). Academic Paper Writing Norms: This 1-credit course focuses on teaching topic selection skills, literature review methods, and the presentation of empirical results. Its teaching methods include imitation writing training and peer review.

Teacher allocation: The teaching team is composed of overseas-introduced doctors (8 people) and senior professors (5 people), 80% of whom have visiting experience in top overseas universities.

3.2.2 Second classroom: scientific research practice and academic immersion

1). Academic forum system:

High-end forums (twice a year): Invite Nobel laureates in Economics, former economists of the Federal Reserve, etc. to give lectures;

Biweekly forums (twice a month): Tutors or senior students share research progress;

Alumni lectures (three times a semester): Invite chief economists of investment banks, fund managers, etc. to share research issues in practice.

2). Discipline competition system:

Academic category: "National College Student Financial Innovation Competition", "Challenge Cup Academic Works Competition", focusing on papers and model design;

Practical category: "CFA Global Investment Challenge", "Simulated Central Bank Monetary Policy Operation Competition", strengthening the ability to apply theories;

3.2.3 Refined tutorial system guidance

Implement a group system of "1 tutor + 3-4 students", and tutors need to complete the "six one" guidance tasks:

Weekly group discussion: Conduct offline or online discussions at a fixed time (such as 7-9 pm every Wednesday), and students report their

literature reading experience (at least 2 core literatures per week);

Monthly one-on-one guidance: Provide special guidance for students' individual research difficulties, such as student Zhang, under the tutor's guidance, adjusted the "digital currency research" from a macro perspective to a micro-behavioral analysis;

Quarterly literature sharing session: Tutors lead students to systematically sort out the literature in the research field and form a "Literature Review Report";

Jointly design research topics: Determine topics based on the tutor's research direction and students' interests, such as "Impact of ESG Performance on Corporate Financing Costs";

Guide the completion of academic papers: Track the whole process from topic selection, model construction to submission, with an average of  $\geq 8$  revisions per paper;

Recommend academic exchange opportunities: Such as recommending to participate in "China Finance Annual Conference", "Asia-Pacific Finance Forum", etc.

3.2.4 International expansion mechanism

1). Overseas study visits: Established cooperation with 8 universities including the University of Chicago in the United States and the London School of Economics and Political Science in the United Kingdom, and selected 2-3 students each year for 3-6 months of study visits to participate in the research projects of the host tutors;

2). Participation in international conferences: Fund students to participate in "European Financial Management Association Annual Meeting", "Asian Finance and Economics Conference";

3). English paper writing training: Offer a workshop on Financial English Paper Writing, hire foreign teachers for guidance, and require students to complete a first draft of an English paper.

### **3.3 Dynamic Evaluation Mechanism: Ensuring Cultivation Quality**

3.3.1 Process evaluation

Mid-term defense (December each year):

Students submit a "Mid-term Research Report", including "research progress, solved problems, and pending difficulties";

A defense team composed of 3 interdisciplinary tutors conducts evaluation through PPT report (10 minutes) and questioning (5 minutes);

3.3.2 Final evaluation

1). Achievement defense (June each year): Students submit complete papers and "Research Experience Report";

Defense process: 7-minute report + 8-minute questioning, and judges score from "topic value (30%), methodological rigor (40%), innovation points (30%)".

2). Achievement transformation:

Excellent papers (score  $\geq 90$ ) are recommended to journals such as Financial Research and International Financial Research;

All papers that pass the defense are included in the Collection of Research Achievements of Excellent Academic Talents, and can be awarded the "excellent" qualification as undergraduate graduation theses.

#### **4. Innovative Characteristics of the Program: Breaking Through the Traditional Training Model in Multiple Dimensions**

##### **4.1 Innovation in Resource Integration: Building an Ecosystem of "Dual-Classroom Integration"**

Breaking through the physical boundaries between the first classroom and the second classroom, a closed loop of "theoretical learning - practical verification - problem feedback" has been formed:

From classroom to practice: The "difference-in-differences model" learned in Econometrics is practically applied in the research on "the impact of digital finance on residents' consumption";

From practice to classroom: The "retail investors' herding behavior in chasing up and selling down" discovered by students in the "simulated stock trading competition" has become a case in Behavioral Finance;

Scientific research feeding back teaching: The research results of "evaluation of carbon finance policy effects" collaborated by tutors and students have been transformed into new chapters in the Environmental Finance course.

This integration mechanism has transformed students' learning from "passive acceptance" to "active exploration". A questionnaire survey showed that 92% of students believed that "the combination of courses and practice makes academic research more attractive".

##### **4.2 Innovation in Tutorial System: From "One-Way Guidance" to "Collaborative Growth"**

A three-dimensional guidance system of

"academic tutors + peer tutors + industry tutors" has been constructed:

1). Academic tutors: Responsible for guidance on research methods and theories.

2). Peer tutors: Selected from outstanding senior students, organizing "research mutual assistance groups" every week to solve practical problems such as Stata operation and literature search.

3). Industry tutors: Chief analysts from securities firm research institutes, central bank researchers, etc., are invited to give 2 lectures on "research issues in practice" every semester.

The interaction mode between tutors and students has also changed from "tutors lecturing and students listening" to "joint discussion and collaborative research". For example, when the research group discussed "platform financial supervision", tutors and students jointly designed the research plan, and the final policy recommendations were adopted by the local financial regulatory bureau.

##### **4.3 Innovation in Management Mechanism: Solving the Dilemma of Multi-Campus Teaching**

To address the problem of multi-campus teaching, the program has established a "three-dimensional collaboration" mechanism:

1). Spatial collaboration: "Online academic salons" are held simultaneously on both campuses every Wednesday, with discussions conducted through Tencent Meeting screen sharing.

2). Resource collaboration: A "cloud literature database" has been established, integrating database resources from both campuses (such as Wind and CRSP), allowing students to access remotely.

3). Personnel collaboration: Tutors arrange 1 office hour on each campus every week to ensure that students from both places can receive offline guidance.

This mechanism has reduced the difference in research participation between students from different campuses from the initial 40% to less than 5%.

##### **4.4 Innovation in Evaluation System: From "Result-Oriented" to "Growth-Oriented"**

Traditional evaluation focuses on "whether papers are published", while the program has established a "three-dimensional" growth evaluation system:

1). Progress amplitude: Comparing the scores of

research ability tests upon admission and graduation.

2).Process input: Quality of research logs, amount of literature reading, and participation in conferences.

3).Team contribution: Roles played in group research and assistance to junior students.

### **5. Practical Effectiveness**

The School has designated the Excellent Academic Talent Cultivation Program as a key talent development initiative. With the core goal of tapping into students' academic potential, the Program comprehensively hones their capabilities in financial academic research and cutting-edge insight through research practice, mentor guidance, tackling frontier research topics, and innovative exploration. It lays a solid foundation for students' academic further study and career development, and continuously supplies innovative talents to the industry. The School has won multiple honors, including the "School-level Characteristic Project for Students' Ideological and Political Education and Management" and "On-campus Innovation Practice Base".

Under the guidance of their mentors, students in the Program have published a number of high-quality academic papers in top domestic and international journals such as Journal of Financial Research and Finance & Trade Economics. They have actively participated in the National College Students' Innovation Training Program, National Natural Science Foundation projects, and horizontal research projects commissioned by financial institutions. The average admission rate to further study reaches 94%, and the proportion of students admitted to top universities—such as the University of Chicago, the University of Oxford, Tsinghua University, and Peking University—exceeds 78%.

Students commented: "The weekly group discussions with my mentor helped me go from 'not knowing how to read academic papers' to being able to design research independently; this kind of growth cannot be achieved in regular classes." "The online salons between the two campuses have solved the geographical barrier, allowing me to keep up with the research progress even when I am on the Shahe Campus." "My experience at international conferences made me realize that good research requires not only rigor but also a focus on real-world issues."

From the mentors' perspective, teachers stated: "The Program has pushed us to improve our guidance methods—shifting from 'imparting knowledge' to 'guiding exploration'—which is also a process of growth for us." "Cross-grade groups enable the inheritance of research experience, and the efficiency of senior students guiding juniors even surpasses that of mentors guiding students individually."

All participants agree that the Program helps students develop a proper academic attitude, enhance their interest in learning, improve academic performance, and clarify their career development direction. Meanwhile, the research model based on academic teams cultivates students' teamwork spirit and improves their interpersonal skills. Teachers also benefit from the mutual growth between teaching and learning. Therefore, they all hope that the Program can be better inherited and developed in the future.

### **6. Discussion and Enlightenment**

#### **6.1 Key Factors for the Success of the Program**

6.1.1 Concept level: adhering to "academic-oriented, talent cultivation as the soul"

The program breaks through the "achievement-only theory" and combines the cultivation of academic ability with personality shaping. For example, it strengthens the sense of integrity through "academic integrity commitment" and "discussion on research ethics cases", and there has been no academic misconduct incident from 2011 to 2023.

6.1.2 Mechanism level: building a "closed-loop + collaboration" system

The "selection - cultivation - evaluation" closed loop ensures seamless connection of all links; the collaboration between "tutors - students - management departments" solves the problem of scattered resources.

6.1.3 Resource level: concentrating high-quality resources for "precise investment"

The program integrates resources such as national key disciplines and top journal paper databases to provide "special zone-style" support for students.

#### **6.2 Enlightenment for Similar Universities**

6.2.1 University level: need to establish a system emphasizing both "tolerance for mistakes and incentives"



Allow the program to break through conventions in training programs and credit recognition; include the effectiveness of tutor guidance in the evaluation indicators for professional title promotion to enhance participation enthusiasm.

6.2.2 School level: should pay attention to the balance between "localization and internationalization"

Design training programs according to disciplinary characteristics (such as strengthening quantitative ability for finance majors);

Internationalization should not be limited to "study abroad exchange" but integrated into the entire research process.

6.2.3 Teacher level: should transform roles into "research partners"

Change from "knowledge imparters" to "research guides"; attach importance to interdisciplinary learning, such as finance tutors needing to supplement knowledge of machine learning and big data analysis.

## **7. Research Limitations and Future Prospects**

### **7.1 Research Limitations**

Single case limitation: Only one university's program is selected, and the universality of the conclusions needs to be verified by more cases; lack of long-term effects: There is no tracking of graduates' academic careers for more than 5 years, making it difficult to evaluate long-term impacts; insufficient quantitative analysis: No control group is set up for statistical testing, so there may be deviations in effect attribution.

### **7.2 Directions for Program Improvement**

7.2.1 Strengthening the integration of off-campus resources

Establish an "industry tutor database" and invite experts from financial institutions to deeply participate in project design;

Cooperate with exchanges and regulatory agencies to establish "practice bases" to connect research with practice.

7.2.2 Deepening interdisciplinary cultivation

Offer interdisciplinary courses such as "Finance + AI" and "Finance + Environmental Science"; jointly enroll students with the School of Computer Science to form interdisciplinary research groups.

7.2.3 Optimizing the evaluation system

Introduce "peer review" and invite experts from other schools to participate in defense; establish

a long-term tracking database of graduates to evaluate the long-term impact of the program.

### **7.3 Future Research Directions**

Multi-case comparative studies can be carried out to explore the differences in top-tier talent cultivation models among different types of universities; quantitative analysis can be conducted on the impact of the program on students' long-term academic output, such as H-index and academic citation rate.

## **8. Conclusion**

This study reveals an effective path for cultivating top-tier innovative academic talents through in-depth analysis of the Excellent Academic Talent Cultivation Program of the School of Finance. By constructing a closed-loop mechanism of "multi-dimensional selection - stepwise cultivation - dynamic evaluation" and integrating innovative measures such as "dual-classroom integration", "three-dimensional tutorial system", and "cross-campus collaboration", the program has effectively addressed the pain points of the traditional training model and achieved remarkable results in academic output, further study quality, and atmosphere building. Its core experience lies in adhering to the concept of "academic-oriented", realizing precise investment of resources and collaboration among all parties through mechanism innovation, while taking into account the essence of "talent cultivation" and long-term development.

Despite the limitation of single-case research, the "problem-oriented - theory-supported - practice-innovative" framework formed by the program can provide important references for the cultivation of top-tier talents in economics and management disciplines. In the future, continuous optimization in interdisciplinary integration and utilization of off-campus resources is needed to promote the cultivation of top-tier talents from "breakthroughs in points" to "systematic innovation".

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