

Optimization Research on the Talent Cultivation System for Investment Studies under the Framework of New Liberal Arts

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Abstract—To provide robust talent support for China's modernization, the construction of "New Liberal Arts" has explored innovative approaches and achieved remarkable attempts, creating boundless opportunities for cultivating talents in the field of investment studies. This paper examines the characteristics of the talent cultivation system for investment studies under the framework of the "New Liberal Arts," clarifies the overall requirements for investment professionals, and analyzes the current status and issues in the domestic investment studies talent training system. Based on the OBE (Outcome-Based Education) philosophy, this paper proposes optimizing the talent cultivation system to meet societal development needs, offering specific measures such as refining the teaching content of investment-related courses, enhancing faculty strength, promoting interdisciplinary integration, and strengthening international exchanges and joint educational programs.

Keywords— New Liberal Arts; Investment Studies; Talent Cultivation System.

I. INTRODUCTION

On August 24, 2018, the General Office of the Central Committee of the Communist Party of China issued the "Guidelines for Education Work Under Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era," which emphasized the overarching requirement of achieving high-quality development in higher education. The document also called for efforts to promote the development of new disciplines, including "New Engineering," "New Medical Sciences," "New Agriculture," and "New Liberal Arts." Against this backdrop, the concept of "New Liberal Arts" was formally introduced in China. Subsequently, on December 21, 2018, the Joint Meeting of Chairs of Teaching Advisory Boards for Economics and Management convened by the Ministry of Education centered on the theme "New Era, New Liberal Arts, and New Business and Economics." The meeting urged parallel efforts to meet the "new requirements of the liberal arts" and construct "a new liberal arts," with key initiatives such as theoretical innovation, curriculum reform, and classroom redesign to enhance the quality of liberal arts education. This meeting provided guidance for the high-quality construction of "New Liberal Arts." Later, on April 29, 2019, 13 government departments, including the Ministry of Education, the Central Political and Legal Affairs Commission, and the Ministry of Science and Technology, jointly launched the "Six Excellence and One Top-Notch Plan 2.0," officially initiating the construction of the "Four New

Disciplines," including the "New Liberal Arts." This initiative aims to achieve a comprehensive and in-depth development of higher education in the new era. On November 3, 2020, the Ministry of Education issued the "Declaration on the Construction of New Liberal Arts," which set forth the goal of building a quality assurance system for liberal arts education with Chinese characteristics, charting a path for enhancing the quality of "New Liberal Arts" talent. Currently, the construction of "New Liberal Arts" is actively progressing in higher education institutions, making significant advancements in discipline building and talent cultivation.

Investment studies, as a discipline that explores the laws governing the operation of capital, is a comprehensive, foundational, and practical field grounded in theories of economics and management. It is closely intertwined with disciplines such as finance, statistics, engineering, and law. The systematic and interdisciplinary nature of investment studies determines that its courses are inherently structured. The complexity, professionalism, and innovation required by modern investment objectives necessitate broadening the scope of investment studies courses and introducing new content to cultivate interdisciplinary and multifaceted talents in the investment domain.

Against the backdrop of globalization and the rapid expansion of international trade, theories of "comparative advantage" and "economies of scale" have gained widespread acceptance, and nations have increasingly recognized the indispensable role of international investment in the economic sphere. The investment studies discipline aims to develop a scientific and systematic understanding of investment activities, encompassing various domains such as securities investment, international investment, and corporate investment. The primary objective is to cultivate specialized talents in investment studies, equipping them with a global economic perspective, comprehensive investment knowledge, and the ability to excel in investment-related roles. Through investment education, higher education institutions continuously supply society with application-oriented, high-level professionals who can utilize their investment expertise to contribute to corporate, institutional, and national investment decision-making, thereby supporting the development of financial markets and economic growth.

In the era of economic transformation, talent is the cornerstone of rapid socio-economic development. Local

universities, in their effort to cultivate professionals in investment studies, must rigorously adhere to the principles of higher education, integrate the essence of traditional educational philosophies, actively learn from advanced international practices, and utilize the guidance of the OBE philosophy to optimize talent cultivation systems. This approach will enhance the quality of talent training and promote students' comprehensive development.

II. CHALLENGES IN THE TALENT CULTIVATION SYSTEM FOR INVESTMENT STUDIES

2.1 *Overly Broad Curriculum Content and Limited Integration with Practical Applications*

Investment studies, as a discipline that examines the operational rules of capital, is inherently comprehensive, foundational, and practical. It is built upon theoretical foundations in economics and management and closely connected to disciplines such as finance, statistics, engineering, and law. However, the breadth of the field often results in students gaining only surface-level knowledge of the courses without delving into their core principles. From the perspective of the investment and financing services required at different stages of a corporation's lifecycle, there are significant differences across these stages, including venture capital (VC), private equity (PE), IPO financing, and debt financing. Unfortunately, the curriculum design of investment studies programs at most universities provides only limited coverage of these subfields, leaving students with an inadequate understanding of key aspects of investment and reducing their ability to apply their knowledge effectively in practice.

Additionally, in the era of financial technology, the rapidly evolving investment environment presents new challenges, yet the content of investment studies courses often lags behind these developments. The teaching methods in higher education institutions largely focus on theoretical instruction and lack in-depth exploration and recognition of the Chinese capital market. Consequently, investment education struggles to integrate effectively with real-world financial investment practices, leading to outdated course content that fails to align with contemporary needs. To better cultivate talents in investment studies, universities should enhance the practical components of their programs, deepen their coverage of specialized subfields, and strengthen their connections with financial investment practices. This will enable students to engage with the market's developments and innovative trends, ultimately meeting their academic and professional demands.

2.2 *Rigid Teaching Methods*

Traditional university teaching in investment studies is primarily theory-driven, with insufficient emphasis on cultivating students' practical skills and hands-on abilities. Knowledge acquired through such instruction often remains confined to the classroom, lacking depth and applicability. Moreover, resource allocation at universities is often inadequate; for instance, there is a shortage of dedicated laboratories and simulation tools for teaching. University-industry collaborations, where they exist, are usually limited

in scope and lack depth. For example, collaborative activities in investment studies often involve organizing lectures or company visits, with little diversity in approach. Practical training courses are allocated only a small proportion of total teaching hours, and the available experimental equipment and training software are insufficient. Furthermore, faculty members often lack industry experience, making it difficult to effectively integrate theory with practice.

Additionally, the content of professional courses fails to keep pace with developments in internet finance and other areas, rendering them insufficient to meet the needs of regional economic development. To address these issues, universities should prioritize the development of practice-oriented courses, enhance the availability of teaching resources and experimental tools, deepen university-industry partnerships, and foster faculty members' practical expertise. Keeping course content up to date with industry developments and aligning it with local economic needs will also be crucial to improving education outcomes.

2.3 *Limited Interdisciplinary Integration*

Investment studies is a highly applied field that demands a strong foundation in modern investment theory, as well as quantitative skills and proficiency in computer applications. Consequently, interdisciplinary integration plays a pivotal role in the cultivation of investment professionals. Although many universities recognize the importance of interdisciplinary education, their efforts in this regard are often superficial and disconnected from practical industry needs. For example, while most universities include courses such as advanced mathematics, linear algebra, and computer fundamentals in their investment studies programs, they fail to effectively demonstrate how these interdisciplinary skills can be applied in financial investment practices. This lack of deep interdisciplinary integration hampers students' ability to digest and translate their foundational knowledge into real-world applications.

In the context of financial technology and the "New Liberal Arts," universities need to place greater emphasis on professional, technical, and practical competencies to meet the complex demands of the financial investment sector. Beyond offering general interdisciplinary courses, universities should establish more specialized, application-oriented interdisciplinary courses that are closely aligned with the realities of investment practices. This will enhance the effectiveness of interdisciplinary integration and better prepare students for the multifaceted challenges of the industry.

III. THE APPLICATION OF THE OBE PHILOSOPHY IN OPTIMIZING THE TALENT CULTIVATION SYSTEM FOR INVESTMENT STUDIES UNDER THE "NEW LIBERAL ARTS" FRAMEWORK

3.1 *Constructing an OBE-Based Curriculum System under the "New Liberal Arts"*

Under the framework of the "New Liberal Arts," the OBE (Outcome-Based Education) philosophy, also known as outcome-driven, competency-based, goal-oriented, or need-based education, has emerged as a forward-thinking

educational approach. Proposed by Spady and first introduced in the book *Outcome-Based Education: Critical Issues and Answers*, the OBE philosophy has been widely embraced by scholars as a method of designing curriculum systems with a focus on learning outcomes and student-centered principles.

In the context of the "New Liberal Arts," the concept of reverse design, a cornerstone of the OBE philosophy, emphasizes starting from the ultimate learning goals and working backward to design curriculum and teaching activities. Courses and teaching methods in investment studies should be designed based on the final learning outcomes, ensuring that each stage of the educational process aligns with the desired high-level achievements.

3.2 Constructing an OBE-Based Curriculum System for Investment Studies

Developing an OBE-oriented curriculum system is critical, as learning outcomes represent a structured set of competencies primarily achieved through coursework. There must be a clear mapping between the competency structure and the curriculum system, meaning that each competency should correspond to a specific course within the program. Conversely, every course should explicitly contribute to the realization of one or more competencies within the structure. This alignment ensures that students develop the necessary skills and competencies organically, achieving the desired learning outcomes as they progress through their studies.

For the investment studies discipline, this mapping enables a cohesive and effective curriculum system that integrates both theoretical knowledge and practical applications. By adhering to the principles of reverse design, universities can better prepare students for the demands of the investment industry, fostering both academic growth and professional readiness.

IV. OPTIMIZATION STRATEGIES FOR THE TALENT CULTIVATION SYSTEM IN INVESTMENT STUDIES UNDER THE "NEW LIBERAL ARTS" FRAMEWORK

4.1 Optimization Strategies

With the continuous development of technology and society, the demand for talent in the "New Liberal Arts" has grown, particularly in emerging fields such as artificial intelligence, big data, and biotechnology. This requires an emphasis on interdisciplinary integration and the cultivation of innovative and globally competitive talents.

4.1.1 Interdisciplinary Integration

Investment studies encompass a variety of disciplines, including finance, economics, law, and mathematics. In optimizing the talent cultivation system, it is essential to break down disciplinary barriers and promote interdisciplinary integration, fostering students with cross-disciplinary perspectives and thinking abilities.

4.1.2 Strengthening Practical Competencies

Given the highly practical nature of investment studies, enhancing students' practical skills should be a priority in talent cultivation. This can be achieved by establishing practical training bases, strengthening university-industry collaborations, and providing students with more opportunities

for hands-on experience, thus improving their problem-solving and operational capabilities.

4.1.3 Fostering Innovation

In the context of the "New Liberal Arts," the cultivation of innovative talents is of utmost importance. The educational process should encourage independent thinking and innovation, nurturing students with creative problem-solving skills and entrepreneurial spirit.

4.1.4 Developing a Global Vision

With the deepening of globalization, investment professionals must possess a global perspective. The optimization of the talent cultivation system should prioritize international exchanges and cooperation, enhancing students' competitiveness in global markets.

4.1.5 Enhancing Comprehensive Qualities

In addition to professional knowledge and skills, the cultivation system should focus on improving students' comprehensive qualities, such as teamwork, communication, and leadership abilities.

4.2 Optimization Measures

4.2.1 Refining the Teaching Content of Investment Studies

From the perspective of capital turnover and circulation, there is an inherent connection between physical asset investment and financial asset investment. The value of equity and bonds depends on a firm's future free cash flows and risks, which are closely tied to macroeconomic fundamentals. For instance, evaluating a company's investment value requires not only understanding its current financial condition and management decisions but also considering a range of micro and macroeconomic factors. This necessitates integrating analytical skills and knowledge from both the sciences and humanities.

Investment studies should adapt to the evolving investment environment by reconstructing course content to align with current needs. The curriculum must bridge gaps between physical and financial investments, investment theory and practice, and technical and humanistic skills. Additionally, investment courses should leverage case studies, group discussions, role-playing, and other interactive methods to inspire learning interest and facilitate the integration of interdisciplinary knowledge. Modern information technologies, such as online platforms and virtual simulation experiments, should be utilized to enhance teaching effectiveness and enrich students' learning experiences.

4.2.2 Enhancing Faculty Strength and Practical Expertise

The quality of the teaching staff is critical for cultivating application-oriented talents in investment studies. Universities should focus on recruiting high-caliber faculty with both academic credentials and industry experience. Measures such as increasing faculty remuneration and providing training opportunities abroad can attract and develop skilled instructors. Additionally, universities should actively promote collaborations with enterprises to create opportunities for faculty to engage in industry practice, thereby enhancing their practical competencies and aligning their teaching with real-world needs.

4.2.3. Strengthening Interdisciplinary Integration to Cultivate Applied Talents

Investment studies is inherently practical, requiring a strong emphasis on interdisciplinary integration in teaching. Universities should create opportunities for students to participate in projects such as simulated investments, asset allocation exercises, and risk management practices. These activities can deepen students' understanding of investment principles while fostering their ability to apply multidisciplinary knowledge.

Collaboration with other disciplines, such as computer science, statistics, and artificial intelligence, is essential for developing investment professionals who can navigate the complexities of modern financial markets. Courses on cutting-edge topics like financial technology, machine learning, and blockchain applications should be introduced to equip students with the necessary skills to excel in a technology-driven investment landscape.

4.2.4 Promoting Internationalization through Exchange Programs and Partnerships

A global perspective is indispensable for professionals in investment studies. Universities should foster partnerships with international institutions to encourage the exchange of faculty and students, joint research projects, and the adoption of global best practices. Hosting and participating in international academic conferences will also enable students and faculty to stay abreast of global trends and advancements in the field.

By introducing international textbooks, methods, and foreign faculty into the curriculum, universities can further strengthen the international competitiveness of their investment studies programs. These initiatives will cultivate graduates with a global vision and the skills necessary to navigate diverse cultural and regulatory environments.

This research were supported by Shaoxing City Higher Education Teaching Reform Project (SXSJG202326) and the Four New project of Zhejiang Shuren University.

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