

Research on the Innovative Path of Teaching and Research Reform in Economics and Management Majors under the Background of the New Liberal Arts

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Abstract

With the accelerated iteration of the digital economy, green economy, and platform economy, China's social and economic development has fully entered a high-quality development stage, and the industrial structure and talent demand structure have undergone profound and structural changes. As a strategic deployment of higher education transformation and upgrading in the new era, the construction of the New Liberal Arts focuses on breaking traditional disciplinary boundaries, promoting interdisciplinary integration of arts, science, and engineering, highlighting humanistic value guidance, and emphasizing the coordinated development of practical ability and innovative literacy, which has brought profound reform opportunities and severe challenges to the traditional teaching mode of liberal arts majors. Economics and management majors, as the core applied majors closely connecting higher education and industrial economic development, undertake the important mission of cultivating compound, innovative, and high-quality applied economic management talents for social development. At present, restricted by traditional educational thinking and long-term disciplinary development inertia, the teaching and research work of economics and management majors in many colleges and universities still has prominent bottlenecks: backward and rigid teaching concepts, fragmented and closed curriculum systems, insufficient interdisciplinary curriculum settings, formalized practical teaching links, single and solidified classroom teaching modes, unbalanced structure of teaching staff, insufficient practical service ability of teachers, and rigid and one-dimensional talent evaluation mechanisms. These long-standing problems directly lead to the disconnection between talent training objectives and industrial post demands, the disconnection between teaching content and industrial frontier development, and the

disconnection between students' theoretical learning and practical application capabilities, resulting in generally insufficient employment competitiveness, poor post adaptation, and weak innovative development potential of economics and management graduates. Based on the connotation and core requirements of New Liberal Arts construction, this paper takes the current teaching and research status of economics and management majors as the starting point, systematically reviews and deeply analyzes the prominent contradictions and key difficulties in professional talent training. Combined with the actual needs of industrial transformation and upgrading and the long-term development trend of higher education reform, this paper explores and constructs a multi-dimensional and systematic innovative reform path from six key dimensions: renewal of educational concepts, reconstruction of interdisciplinary curriculum systems, digital transformation of teaching modes, high-quality development of school-enterprise collaborative practical teaching, optimization and upgrading of dual-qualified teaching staff, and diversification of comprehensive evaluation mechanisms. The research aims to break the shackles of traditional single-discipline teaching, realize the deep integration of professional education, digital technology, and humanistic literacy education, effectively make up for the shortcomings in the talent training of economics and management majors, and continuously improve the comprehensive quality, practical innovation ability, and industrial adaptation of students. It is expected to build a high-quality and sustainable talent training system for economics and management majors that adapts to the development of the new era, and provide solid theoretical support and operable practical reference for the teaching and research reform of economics and management majors in comprehensive universities, local undergraduate colleges, and vocational colleges under the background of New Liberal Arts.

Keywords

New Liberal Arts, Economics and Management Majors, Teaching and Research Reform, Interdisciplinary Integration, Talent Cultivation, Teaching Innovation

1. Introduction

In the context of global economic digital transformation and China's high-quality economic development strategy, new industries, new business forms, and new models represented by the digital economy, low-carbon economy, sharing economy, and smart business are developing rapidly, which has completely changed the employment boundaries and competency demands of traditional economic management posts. Modern economic management work no longer only requires practitioners to master basic professional theoretical knowledge, but also places higher and more comprehensive requirements on talents' interdisciplinary thinking, digital application ability, data analysis and decision-making level, business

ethics literacy, social responsibility awareness, and innovative problem-solving ability. The traditional single and closed talent training mode of economics and management majors can no longer meet the compound talent needs of current society, and the reform of higher liberal arts education is imminent.

In order to respond to the changes of the times and industrial demands, the Ministry of Education of China has comprehensively promoted the construction of New Liberal Arts, together with New Engineering, New Medicine, and New Agriculture, forming a new pattern of “Four New Constructions” in higher education. The core connotation of New Liberal Arts construction lies in taking root in China’s reality, facing major social needs, breaking the isolated development state of traditional liberal arts disciplines, promoting the cross-integration of liberal arts with science, engineering, information technology, and other disciplines, attaching equal importance to knowledge teaching, ability training, and value shaping, and realizing the transformation of liberal arts education from traditional knowledge indoctrination to compound and innovative talent cultivation. As the most applied and closely connected discipline with the industry in the liberal arts category, economics and management majors are the key breakthrough fields and important practice carriers for the implementation of New Liberal Arts construction.

Economics and management majors cover a complete professional cluster, including theoretical economics, applied economics, business administration, accounting, financial management, marketing, human resource management, international trade, and logistics management. With strong practicality, obvious comprehensiveness, wide coverage, and strong industrial relevance, these majors have always been important channels for colleges and universities to transfer economic management talents to society. However, under the influence of traditional disciplinary divisions and long-term exam-oriented education logic, the teaching operation of economics and management majors in most domestic colleges and universities still follows the traditional training logic formed in the industrial era.

Judging from the feedback of university surveys and enterprise interviews, economics and management majors generally have the following common problems: In the actual teaching process, most colleges and universities still adhere to the discipline as the boundary, separate theoretical teaching from social practice, pay too much attention to the systematic explanation of professional theoretical knowledge, and ignore the cultivation of students’ practical operation, data thinking, and innovative application ability. The curriculum content is updated slowly, and cutting-edge knowledge such as financial technology, big data management, ESG sustainable operation, and intelligent business management is seriously lacking. The construction of practical teaching platforms is insufficient, school-enterprise cooperation is mostly limited to superficial signing and visiting internships, and a deep collaborative education mechanism has not been established. In addition, the overall structure of teachers is solidified, most teachers have long been

engaged in theoretical teaching, lack front-line enterprise management experience and industrial practical research background, and their ability to carry out interdisciplinary teaching and practical guidance is insufficient. At the same time, the single assessment and evaluation mechanism causes students to form a learning orientation of “attaching importance to examination scores and neglecting ability improvement”, which further restricts the all-round development of comprehensive literacy.

The above problems have jointly restricted the high-quality development of economics and management majors, resulting in a structural contradiction between talent supply and industrial demand: on the one hand, a large number of economics and management graduates face employment difficulties and low employment quality; on the other hand, enterprises are generally short of compound economic management talents with digital ability, practical experience, and innovative thinking. Based on the *Manifesto on the Development of New Liberal Arts*¹, the *National Standards for Undergraduate Teaching Quality of Regular Institutions of Higher Education (Economics and Management Disciplines)*, and relevant statistics from the national undergraduate teaching quality reports issued by the Ministry of Education, the total number of graduates majoring in economics and management in China has kept rising in recent years. Nevertheless, enterprises have long suffered a shortage of mid-level practical and digital-oriented economics and management talents. This has led to a triple dilemma: structural employment difficulties among graduates, a scarcity of high-caliber talents for enterprises, and a mismatch between curriculum systems and job requirements. Therefore, promoting the in-depth teaching and research reform of economics and management majors is not only an inevitable requirement for colleges and universities to implement the national New Liberal Arts construction strategy and promote the connotative development of higher education, but also an inherent need for professional self-transformation and sustainable development.

Furthermore, carrying out teaching and research reform innovation is also a core measure to resolve the structural talent supply-demand contradiction, improve the core competitiveness of professionally run schools, and help local economic transformation and industrial upgrading. From the perspective of educational practice, how to accurately grasp the core connotation of New Liberal Arts, break disciplinary barriers, reconstruct curriculum systems, innovate teaching modes, optimize practical education, improve teachers' comprehensive teaching ability, and reform talent evaluation mechanisms have become an important theoretical and practical topic that needs to be urgently solved in the current construction of economics and management majors.

On this basis, combined with the basic theories of educational economics and higher education management, this paper takes the realistic predicament of cur-

¹Ministry of Education (2020).

<https://gaokao.chsi.com.cn/gkxx/zc/moe/202011/20201103/1993262929.html>

rent economics and management teaching as the entry point, deeply analyzes the new requirements of New Liberal Arts construction for economic management talent training, systematically summarizes the prominent problems existing in current teaching and research, and proposes targeted, systematic, and operable innovative reform paths. The research results aim to enrich the theoretical research system of New Liberal Arts teaching reform and provide practical reference for the optimization of talent training programs and teaching innovation of economics and management majors in colleges and universities.

The economics and management majors referred to in this paper specifically cover mainstream undergraduate majors, including economics, international economy and trade, business administration, marketing, accounting, financial management, human resource management, and logistics management. This study mainly focuses on the economics and management majors of local application-oriented undergraduate colleges and universities to conduct current situation analysis and path design. The teaching reform suggestions are preferentially applicable to local application-oriented undergraduate colleges and universities nationwide and also provide reference value for the teaching and research reform of economics and management majors in comprehensive ordinary undergraduate colleges and universities. The study does not focus on the training systems of Double First-Class research universities and higher vocational colleges.

This study adopts a research design that combines field research, enterprise interviews, and graduate employment tracking. The survey selected 6 local application-oriented undergraduate universities and 3 public regular undergraduate universities. The interviewees included 42 full-time teachers of economics and management majors, 28 human resources and middle and senior management personnel from enterprises, and 165 graduates of economics and management majors from the recent three cohorts. The survey period spanned from December 2024 to January 2026. The survey data are mainly used to: sort out the practical pain points existing in the current curriculum system, teaching models, practical teaching, teaching staff, and evaluation mechanisms; summarize the standards for enterprise job competency requirements; and provide practical basis and sample support for the problem diagnosis and teaching reform path design in the subsequent chapters.

2. Core Requirements for the Teaching and Research Reform of Economics and Management Majors under the Background of New Liberal Arts

Different from the development logic of traditional liberal arts, New Liberal Arts is a new educational development concept and talent training model oriented to social development needs, focusing on integration, practice, innovation, and value guidance. The construction of New Liberal Arts has redefined the training objectives, teaching contents, teaching methods, and quality evaluation standards of liberal arts majors, and has put forward clear and systematic new requirements

for the teaching and research reform of economics and management majors, which are specifically reflected in four dimensions.

2.1. Insist on Fostering Virtue through Education and Strengthening Value Guidance in Professional Teaching

The fundamental task of higher education is to foster virtue through education, which is the primary principle that New Liberal Arts construction must always adhere to. Traditional economics and management teaching often takes professional knowledge teaching as the single core goal and ignores the shaping of students' values, professional ethics, and sense of social responsibility. In the context of New Liberal Arts, talent training needs to realize the organic unity of knowledge impartment, ability cultivation, and value leadership.

Economics and management majors are closely related to social operation, market competition, enterprise operation, and resource allocation, and professional knowledge itself contains rich ideological and political elements such as business integrity, fair competition, legal compliance, green development, and public responsibility. The teaching and research reform must take curriculum ideological and political construction as the fundamental starting point, integrating socialist core values, modern business ethics, integrity management awareness, legal awareness, environmental protection concepts, and patriotic feelings into the whole process of professional teaching and practical training (Li, 2024). It guides students to establish correct economic values, occupational values, and social values, restrain professional behaviors with moral norms, and cultivate high-quality economic management talents with political integrity, moral character, professional ability, and a sense of responsibility.

2.2. Break Disciplinary Barriers and Promote In-Depth Interdisciplinary Integrated Teaching

Interdisciplinary integration is the most distinctive core feature of New Liberal Arts construction. With the continuous complication of socio-economic problems, actual economic management activities are no longer limited to single-discipline professional knowledge. Modern enterprise operation, market analysis, financial risk control, supply chain management, and industrial economic research all need to comprehensively use multidisciplinary knowledge such as management, economics, statistics, computer science, law, sociology, and environmental science.

Traditional economics and management majors adopt a closed disciplinary setting and separate curriculum design, resulting in isolated knowledge systems among majors, which makes it difficult to adapt to the needs of complex economic and social governance. New Liberal Arts requires teaching and research reform to completely break the solidified boundary between single disciplines and majors, promote the cross integration of economics and management with information technology, big data technology, law, environmental science, and other disci-

plines, set up interdisciplinary comprehensive courses and frontier courses, and build an open and integrated curriculum system (Lian, 2026). Through interdisciplinary teaching, students' divergent thinking, comprehensive analysis ability, and cross-field problem-solving ability are cultivated to adapt to the compound work needs of modern economic management posts.

2.3. Highlight Practical Orientation and Realize the Integration of Industry and Education

New Liberal Arts construction emphasizes eliminating the disadvantages of traditional liberal arts education, which is divorced from social reality, and takes practical education and industry-university-research collaborative education as the key direction of reform. Economics and management are typical applied disciplines, and the effectiveness of talent training is ultimately tested by social practice and industrial application.

Under the new development background, the teaching and research reform of economics and management must take industrial demand as the orientation, closely focus on the actual posts and development trends of the industry, optimize the practical teaching system, expand the off-campus collaborative education platform, introduce enterprise real projects, industrial typical cases, and front-line management experience into classroom teaching, and realize the docking of teaching content and post competency standards. By strengthening whole-process practical training in cognitive practice, professional simulation, post internship, and project research, students' professional practical operation ability and industrial post adaptation are improved, and the gap between talent training and actual social demand is narrowed.

2.4. Adapt to Digital Development and Promote the Intelligent Transformation of Teaching Modes

The digital revolution is an important background for the generation and development of New Liberal Arts. The popularization of big data, artificial intelligence, cloud computing, and virtual simulation technology has completely changed the mode of economic management work, and has also reconstructed the ecological environment of higher education teaching. New Liberal Arts clearly requires colleges and universities to actively apply digital information technology, promote the innovation of teaching methods and teaching forms, and build intelligent and digital teaching scenarios.

For economics and management majors, teaching and research reform needs to actively eliminate the outdated single classroom teaching mode, rely on digital teaching platforms and virtual simulation experimental resources, promote the integrated application of online and offline mixed teaching, flipped classrooms, scenario simulation, and project-based teaching, and use data methods to achieve personalized teaching and precise teaching management. Digital technology is used to empower teaching reform, enrich teaching interaction forms, expand

learning channels, stimulate students' autonomous learning willingness and innovative exploration awareness, and realize the upgrading and transformation of teaching modes.

3. Prominent Problems in the Current Teaching of Economics and Management Majors

Based on the above university surveys, enterprise interviews, and graduate follow-up data, this paper summarizes six prominent problems existing in the current teaching of economics and management majors. Combined with the field investigation of teaching operations in many local undergraduate colleges and universities, as well as data feedback from graduate employment tracking and enterprise talent demand interviews, it is found that under the background of the New Liberal Arts, the current teaching and research work of economics and management majors still has many deep-seated problems and shortcomings, which restrict the high-quality development of professional talent training. The specific problems are summarized as follows.

3.1. Outdated Teaching Philosophies and Weak Awareness of New Liberal Arts Reform

The educational concept is the guide for teaching practice, and the backward teaching concept is the root of the lag in professional teaching reform. At present, quite a number of colleges and universities still adhere to the traditional rationalist teaching concept in the training of economics and management majors, taking teachers, textbooks, and classrooms as the core of teaching activities, and forming a fixed teaching mindset of "focusing on theory, neglecting practice; focusing on knowledge, neglecting ability; focusing on results, neglecting process".

In the daily teaching process, teachers pay too much attention to the systematic explanation of professional theoretical knowledge, take the completion of classroom teaching tasks and student examination results as the main teaching goals, and lack systematic design for students' independent learning, cooperative inquiry, and practical innovation training. Most teachers have insufficient understanding of the connotation, goals, and reform requirements of New Liberal Arts construction, and fail to integrate interdisciplinary education, curriculum ideological and political, practical education, and digital teaching into daily teaching design in a targeted manner (Peng, 2025). The talent training orientation is still limited to traditional professional talent output, ignoring the demand for compound and innovative talents in the new era. The lag in educational concepts directly leads to a lack of innovation motivation in professional teaching reform, and it is difficult to adapt to the development requirements of the New Liberal Arts.

3.2. Rigid Curriculum System and Serious Lack of Interdisciplinary and Frontier Courses

The curriculum system is the core carrier of talent training. The current curricu-

lum setting of economics and management majors generally follows the traditional disciplinary logic, with rigid module divisions and a solidified course structure. First of all, the boundary between general education courses, professional basic courses, core professional courses, and practical courses is clear and isolated, and there is a lack of effective connection and organic integration between courses. The phenomenon of repeated content, outdated knowledge, and redundant course setting is widespread, which increases the learning burden of students and affects the overall efficiency of talent training.

Secondly, the update speed of curriculum content is slow, and the response to industrial frontier trends is insufficient. The teaching content is mostly limited to traditional classic theories and cases, and the latest industrial changes such as digital economy governance, financial technology innovation, intelligent marketing, low-carbon economic management, and ESG sustainable operation are not timely incorporated into the teaching system. The serious lag of teaching content causes students' professional knowledge structure to become outdated and unable to cope with the new changes in the industry.

In addition, the disciplinary isolation is prominent, the cross-major and cross-disciplinary curriculum construction is insufficient, and there are few optional interdisciplinary comprehensive courses related to big data analysis, business statistics, economic law, and intelligent management. Students can only learn single professional knowledge within their own majors, lacking systematic cross-disciplinary learning opportunities, resulting in a singular knowledge structure and weak comprehensive ability to solve complex economic management problems.

3.3. Single Teaching Mode and Formalized Application of Digital Teaching

At present, the classroom teaching of economics and management majors is still dominated by the traditional indoctrination teaching mode of "blackboard + PPT". Teachers take knowledge explanation as the main work, and students passively accept theoretical knowledge. The classroom interaction is insufficient, and diversified teaching methods such as case teaching, project-driven teaching, scenario simulation, and field research are not fully popularized and applied. The single teaching form leads to a dull classroom atmosphere, low students' learning initiative and participation, and it is difficult to stimulate students' innovative thinking and practical thinking.

In the context of digital education popularization, although most colleges and universities have introduced online teaching platforms, smart classroom equipment, and digital teaching resources, the application of digital teaching is mostly superficial and formalistic. Online platforms are only used for simple functions such as courseware release, homework submission, and score statistics, and the in-depth integration of online preview, online discussion, data analysis, and offline classroom teaching is not realized. The construction of virtual simulation

experimental courses for economics and management lags behind, and digital teaching means cannot effectively make up for the shortcomings of traditional practical teaching. The technical advantages of big data, artificial intelligence, and other information technologies have not been transformed into teaching effectiveness, resulting in a low utilization rate of digital teaching resources and serious waste of educational resources.

3.4. Weak Practical Teaching Link and Low Effectiveness of School-Enterprise Collaborative Education

Practical teaching is the key link to realize the applied talent training goal of economics and management majors, and it is also the weakest link in current professional teaching. First of all, the overall proportion of practical credits is low, the practical teaching content is single and shallow, and most practical courses are limited to simple verification experiments, textbook simulation operations, and data calculation exercises. There are few comprehensive practical projects, innovative design projects, and enterprise real project training, which cannot exercise students' comprehensive practical ability.

Secondly, the construction of off-campus internship bases is insufficient, and the school-enterprise cooperation mechanism is not perfect. Most school-enterprise cooperation remains at the level of signing cooperation agreements, enterprise visits, and short-term simple internships. Enterprises lack long-term incentive mechanisms to participate in talent training and cannot provide stable post-internship positions and professional practical guidance for students (An, 2024). Students' internships are often reduced to superficial visiting learning, lacking in-depth post exercises, resulting in poor practical training effects.

Thirdly, the practical teaching management system is not perfect, the whole-process supervision of students' practical learning is lacking, and the practical assessment standard is vague. The evaluation of practical results is mostly based on internship reports and materials submitted by students, with strong subjectivity and weak binding force, which makes students' practical learning perfunctory and makes it difficult to achieve the practical training goal.

3.5. Unbalanced Teachers' Structure and Insufficient Practical and Interdisciplinary Teaching Ability

The construction of high-quality teaching staff is the basic guarantee of teaching reform. At present, the teachers of economics and management majors generally have a solid theoretical foundation and strong theoretical teaching ability, but there are obvious structural defects and ability shortcomings. On the one hand, the age structure and educational background structure of teachers are solidified. Most young teachers graduate directly from colleges and universities, with a high academic level but zero enterprise practical experience. They have long been engaged in theoretical teaching and scientific research and lack front-line experience in enterprise operation, market management, financial practice, and project op-

eration. It is difficult to provide targeted and professional practical guidance for students in practical teaching.

On the other hand, colleges and universities lack a long-term training mechanism for teachers' practical ability improvement. The systems of teachers' temporary post exercises in enterprises, industrial special training, and industry-university cooperative research are not perfect. Teachers have few opportunities to contact industrial front-line business and frontier technologies, and their ability to carry out interdisciplinary teaching, digital teaching, and case teaching is insufficient. At the same time, the introduction of high-quality industrial tutors is insufficient, the part-time teacher team composed of enterprise executives and industry experts is small in scale and unstable in operation, and the dual-qualified teaching team construction is seriously lagging behind, which cannot meet the practical teaching and interdisciplinary teaching needs under the background of New Liberal Arts.

3.6. Single Evaluation Mechanism and Incomplete Comprehensive Literacy Assessment

The talent evaluation mechanism is the baton of talent training. The current teaching quality evaluation and student achievement evaluation of economics and management majors still adopt the traditional single assessment mode. In terms of student assessment, it takes final closed-book examination results as the core assessment standard, with a high proportion of summative assessment. The assessment content focuses on the memory and understanding of theoretical knowledge, while ignoring the process evaluation of students' classroom performance, cooperative learning, case analysis, practical operation, and innovative practice.

The single evaluation content cannot effectively assess students' practical ability, innovative thinking, team cooperation ability, and professional ethics literacy. In terms of evaluation subjects, it is dominated by teachers' one-way evaluation, lacking the multi-dimensional evaluation participation of enterprise tutors, industry experts, students' self-evaluation, and mutual evaluation, and the evaluation results are one-sided and lack objectivity and comprehensiveness. In addition, the teaching evaluation of teachers is too inclined towards scientific research achievements and classroom workload, and the attention to teaching innovation, curriculum ideological and political reform, and practical teaching effect is insufficient, which restricts the initiative of teachers to participate in teaching and research reform.

4. Innovative Paths for Teaching and Research Reform of Economics and Management Majors under the Background of New Liberal Arts

This chapter adopts a logical framework of one-to-one matching between problems and targeted countermeasures in response to the six prominent problems sorted out in Chapter Three: outdated teaching philosophy corresponds to the

renewal of educational philosophy, obsolete curriculum system corresponds to the reconstruction of the interdisciplinary curriculum system, monotonous teaching mode corresponds to the innovation of the digital teaching mode, weak practical teaching corresponds to the optimization of the school-enterprise collaborative practice system, insufficient practical competence of teachers corresponds to the construction of dual-qualified teaching staff, and single evaluation system corresponds to the reform of a diversified comprehensive evaluation mechanism. In this way, each practical pain point is addressed with a targeted reform path, which enhances the logical rigor of the research and the targeting of the countermeasures.

Considering the limited funds, staffing, and university-enterprise resources of local colleges and universities, this paper divides the reforms into fundamental priority reforms and advanced follow-up reforms. The fundamental priority reforms (to be implemented within 1 - 2 years) include optimizing educational concepts, streamlining curriculum structure, carrying out basic digital teaching transformation, and adjusting evaluation methods. Such reforms feature low costs, rapid implementation, and tangible outcomes. The advanced follow-up reforms (to be implemented within 3 - 5 years) cover interdisciplinary curriculum development, in-depth university-enterprise cooperation, teachers' on-the-job practice in enterprises, and the construction of virtual simulation platforms. These reforms require substantial investment and a long implementation cycle, and shall be steadily promoted on the basis of the earlier fundamental reforms.

Aiming at the above prominent problems in current teaching, combined with the core connotation of New Liberal Arts construction, industrial talent competency standards, and the actual running conditions of colleges and universities, this paper constructs a systematic and operable innovative reform path from six dimensions to comprehensively promote the high-quality reform of teaching and research in economics and management majors.

4.1. Update Teaching Philosophies and Take Fostering Virtue through Education as the Core

First, establish a student-centered modern teaching philosophy. Completely abandon the traditional teacher-led indoctrination education model, take students' personalized development and comprehensive ability improvement as the core goal of teaching, respect students' dominant position in learning, and fully consider students' cognitive rules, learning characteristics, and development needs in all links of teaching design, classroom organization, and teaching evaluation. Guide students to change from passive acceptance to autonomous exploration, cooperative learning, and active practical innovation, and stimulate students' internal learning motivation and innovative potential.

Second, deepen the whole-process integration of curriculum ideology and politics. Dig deeply into the implicit ideological and political resources of each professional course in economics and management, and organically integrate busi-

ness integrity, fair competition, green development, social responsibility, rule of law awareness, and patriotic education into professional teaching. Combined with typical negative industry cases and positive typical deeds, strengthen the education of professional ethics and occupational responsibility, realize the organic integration of professional knowledge teaching and value guidance, and cultivate high-quality talents with both ability and political integrity.

Third, establish open and integrated educational concepts. Actively respond to the requirements of New Liberal Arts, break the closed disciplinary thinking, establish an open educational concept of interdisciplinary integration and industry-education integration, take industrial development as the guidance, connect professional education with social development, and realize the precise alignment of talent training goals and social talent needs.

4.2. Reconstruct the Interdisciplinary Curriculum System and Optimize Frontier Teaching Content

First, build a four-dimensional integrated curriculum system of “general education + major foundation + interdisciplinary frontier + practical innovation”. Optimize the overall curriculum structure, appropriately increase the proportion of high-quality general education courses such as humanities, law, and digital literacy, and consolidate students’ comprehensive humanistic foundation. Streamline repetitive and outdated professional courses, optimize the core professional curriculum system, and consolidate students’ basic professional ability (Zhou, 2025). Focus on adding interdisciplinary frontier courses such as big data economic analysis, financial technology application, intelligent business management, low-carbon economy, and ESG operation management to address the shortage of frontier teaching content. Reasonably increase the credit proportion of practical courses, and build a progressive practical curriculum system covering the whole university stage.

Second, establish a dynamic content update mechanism. Take industrial development and post demand as the orientation, regularly sort out the latest industry policies, technological progress, and typical enterprise cases, timely eliminate outdated theoretical content and outdated teaching cases, and incorporate industrial hot issues and the latest research results into classroom teaching. Invite enterprise management experts and industry technicians to participate in curriculum revision and textbook compilation, and ensure the timeliness, practicality, and frontier nature of the teaching content.

Third, develop diversified shared curriculum resources. Relying on information technology, develop high-quality open online courses, micro-lessons, interdisciplinary case databases, and practical teaching resource libraries, and build a school-enterprise shared teaching resource platform. Jointly compile practical textbooks and enterprise case textbooks with industries and enterprises to enrich diversified teaching carriers and meet students’ personalized and autonomous learning needs.

4.3. Innovate Digital Teaching Modes and Enrich Diversified Teaching Methods

First, comprehensively promote online-offline hybrid teaching. Rely on mature digital teaching platforms to build a pre-class preview, in-class interaction, and after-class expansion integrated teaching model. Arrange video learning, case reading, and online discussion tasks before class; focus on key and difficult point explanations, group discussion, case analysis, and project cooperation in class; consolidate learning effects through online homework, personalized Q&A, and online tests after class, so as to break the time and space restrictions of traditional teaching.

Second, popularize diversified interactive teaching methods. According to the curriculum attributes and training goals, flexibly use the case teaching method, project-based learning, flipped classroom, scenario simulation, enterprise field investigation, and thematic debate. Take real enterprise operation cases and economic hot topics as the teaching carrier, guide students to carry out independent analysis and cooperative discussion, enhance classroom interaction and attraction, and cultivate students' logical thinking and problem-solving ability.

Third, build intelligent digital teaching scenarios. Accelerate the construction of virtual simulation experimental teaching platforms for economics and management, develop virtual simulation projects such as enterprise operation simulation, financial risk early warning, and securities investment simulation, and solve practical teaching difficulties such as high cost and difficult operation. Use big data technology to collect and analyze students' learning behavior data, accurately identify learning weaknesses, realize personalized teaching guidance, and improve the pertinence and effectiveness of teaching.

4.4. Optimize the Whole-Process Practical Teaching and Deepen School-Enterprise Collaborative Education

First, construct a hierarchical progressive practical teaching system. Form a step-by-step practical training system of "freshman cognitive practice-sophomore basic professional practice-junior comprehensive professional training-senior post internship and innovative practice". Design practical tasks in layers according to students' learning stages, gradually improve the difficulty and comprehensiveness of practical projects, and realize the gradual improvement of students' practical ability.

Second, deepen in-depth school-enterprise collaborative education. Establish long-term, stable, strategic cooperative relations with leading enterprises, industry associations, and local industrial parks; build high-quality off-campus internship and training bases; and realize resource sharing, talent co-education, and achievement co-creation. Implement the school-enterprise dual tutor system by assigning enterprise front-line managers as practical tutors to guide students' internships, project research, and graduation design. Explore order-based talent training and customized talent training modes to meet the personalized talent needs of enter-

prises.

Third, expand diversified practical forms. On the basis of traditional internships and experimental training, actively carry out discipline competitions, social surveys, industry research, innovation and entrepreneurship projects, and volunteer service activities. Take professional competitions as the starting point to promote learning through competitions and improve students' practical application ability; guide students to focus on local economic development and actual enterprise problems to carry out social research, so as to realize the integration of professional learning and social practice.

4.5. Optimize Teachers' Team Structure and Build a Dual-Qualified Teaching Staff

First, improve the practical ability training mechanism of in-service teachers. Formulate a regular enterprise exercise system, select professional teachers to take temporary posts in enterprises for long-term exercise every year, and accumulate front-line industrial practical experience. Organize special training on new liberal arts construction, digital teaching, big data technology, and curriculum ideological and political education for teachers to continuously update teachers' educational concepts and professional knowledge system. Encourage teachers to participate in horizontal scientific research projects entrusted by enterprises, and promote the mutual integration of scientific research and teaching.

Second, optimize the teachers' introduction and employment mechanism. Appropriately introduce high-level industrial talents, such as enterprise senior managers, financial directors, and marketing experts, as part-time teachers to undertake the teaching of practical courses and industry frontier courses, and make up for the lack of practical teachers. Establish a dynamic industry expert database to provide long-term teaching support for professional practical teaching and interdisciplinary teaching.

Third, strengthen the construction of teaching and research teams. Take majors and interdisciplinary fields as the units to set up teaching and research innovation teams, carry out regular collective lesson preparation, teaching observation, and teaching reform research, share teaching experience, tackle key teaching problems, and form a good teaching research atmosphere. Encourage teachers to apply for teaching reform projects and high-quality curriculum construction, and fully stimulate teachers' enthusiasm for teaching innovation.

4.6. Reform Comprehensive Evaluation System and Build a Multi-Dimensional Assessment Mechanism

First, optimize the evaluation content and build a three-dimensional evaluation system of "knowledge + ability + literacy". On the basis of assessing students' professional theoretical knowledge, increase the assessment weight of practical operation, data analysis, team cooperation, innovative design, and professional ethics, and achieve a comprehensive assessment of students' comprehensive quality.

Second, adjust the evaluation proportion and combine formative assessment with summative assessment. Reduce the proportion of final examination scores to less than 50%, and incorporate classroom performance, group tasks, case reports, practical results, and competition achievements into formative assessment, so as to realize whole-process tracking and evaluation of students' learning. For practical courses and interdisciplinary courses, adopt process-oriented assessment and project achievement evaluation to ensure the rationality of evaluation results.

Third, expand evaluation subjects and realize multi-party joint evaluation. Break the single teacher evaluation mode, and build a multi-dimensional evaluation system including teacher evaluation, student self-evaluation, peer mutual evaluation, enterprise tutor evaluation, and industry expert evaluation. Multiple subjects jointly evaluate students' learning performance and practical performance, which makes the evaluation results more objective, fair, and comprehensive, and guides students to pay attention to all-round ability improvement.

5. Safeguard Measures for the Implementation of Teaching and Research Reform

5.1. Institutional Safeguards

Colleges and universities should design the overall plan for the teaching reform of economics and management majors under the New Liberal Arts at a top level, clarify the reform objectives, implementation steps, and responsibility division, and formulate supporting management systems such as curriculum management, practical teaching management, and school-enterprise cooperation management. Improve the teacher assessment and incentive system, take teachers' participation in teaching reform, practical guidance, and curriculum innovation as important indicators of professional title evaluation and performance assessment, and fully mobilize teachers' reform initiative.

5.2. Resource Safeguards

Increase special financial investment for New Liberal Arts teaching reform, and focus on supporting interdisciplinary curriculum construction, digital teaching platform upgrading, virtual simulation laboratory construction, teacher practical training, and school-enterprise base construction. Optimize the allocation of teaching hardware and information resources, integrate high-quality industry resources and educational resources, and provide sufficient material and resource guarantees for the smooth progress of teaching and research reform.

5.3. Quality Monitoring Safeguards

Establish an all-round and whole-process teaching quality monitoring system. To quantitatively measure the effectiveness of reforms, this paper constructs a system of quantifiable evaluation indicators for long-term tracking of teaching reform implementation. The indicators are specified as follows: First, Teaching indicators: Number of interdisciplinary courses offered and coverage rate of digital

courses. Second, Faculty indicators: Proportion of dual-qualified teachers and cumulative duration of teachers' on-the-job practice in enterprises (Dong, 2025). Third, Student indicators: Number of student competition awards, compliance rate of internships and practical training, and completion quality of course projects. Fourth, Talent cultivation indicators: Employer satisfaction rate, post adaptation rate of graduates, and student participation rate in innovation and entrepreneurship activities.

Colleges and universities shall conduct annual quality assessments based on the above quantitative indicators. Combined with teaching supervision, peer class observation, student teaching evaluation, enterprise feedback, and data analysis of teaching performance, institutions can monitor the progress of teaching and research reforms in real time, identify and address existing problems in a timely manner, dynamically revise teaching schemes, and optimize teaching content. This will form a closed-loop management mechanism of "teaching-monitoring-feedback-improvement", so as to ensure the practical outcomes of teaching and research reforms.

6. Conclusion

The construction of New Liberal Arts has opened a new era of transformation and upgrading for higher liberal arts education, and has also brought profound changes and urgent reform tasks to the talent training of economics and management majors. Facing the dual changes of industrial digital transformation and upgrading of social talent demand, the traditional teaching mode of economics and management majors has obvious adaptation difficulties. The outdated teaching concepts, closed curriculum system, single teaching mode, weak practical education, insufficient teachers' practical ability, and rigid evaluation mechanism are the key bottlenecks restricting professional development.

To promote high-quality teaching and research reform of economics and management majors, colleges and universities must always take the fundamental task of fostering virtue through education as guidance, closely focus on the core connotation of New Liberal Arts, take social and industrial demand as the orientation, and carry out systematic reform from six aspects: educational concept renewal, curriculum system reconstruction, teaching mode innovation, practical teaching optimization, teachers' team construction, and evaluation mechanism reform. Through interdisciplinary integration, digital teaching empowerment, and industry-education collaborative education, the comprehensive ability and core competitiveness of economic management talents can be effectively improved.

In addition, colleges and universities need to provide solid guarantees at the three levels of system, resources, and quality monitoring to ensure the effectiveness of various reform measures. In the long run, the teaching and research reform of economics and management majors is a long-term and dynamic systematic project. Colleges and universities should keep pace with the times, continuously pay attention to the new trends of industrial development and educational reform,

continuously optimize the talent training system in practice, and finally realize the high-quality development of economics and management majors. This will help cultivate a large number of compound, innovative, and applied economic management talents who meet the needs of the new era, and provide strong talent support and intellectual guarantees for China's high-quality economic development and industrial upgrading.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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