

Modern Academy System: How the Universities Cultivate Top-notch Innovative Talents in China

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Abstract: The modern academy system model is the inevitable trend of the development of colleges and universities, which is widely welcomed by educational circles and points out a new direction and path for top-notch innovative talent cultivation. This study adopts a qualitative research method. Through case studies and semi-structured interviews, it analyses the shortcomings of the university for the cultivation of top innovative talents in the reform of the academy system and proposes measures to improve the cultivation of the Shuyuan system in terms of the objectives, full-time teachers, and research facilities.

Keywords: Modern Academy System; Top-notch Innovative Talent Cultivation; Innovation.

1. Introduction

Under the new scientific and technological revolution and the increasing integration of the global economy, the global economic development model has transformed from "factor-driven" and "efficiency-driven" to "innovation-driven". The competition among countries has become the competition of innovation ability in the field of science and technology, and innovation will drive the sustainable development of national society and economy. Knowledge, teaching, academic research, and a vibrant, creative culture are all essential components of a great university, according to Karl Theodor Jaspers (Karl, 2007).

Universities should take the initiative to take the responsibility of cultivating innovative talents, enhancing the innovation consciousness of college students, improving their professional level and innovation ability, and strengthening the competitiveness of Chinese education. Although many colleges and universities have realized the practical significance of cultivating innovative talents, the work promotion in specific practice is unsatisfactory. The quality and level of personnel training in China are not yet well adapted to the needs of the country's scientific and technological revolution and modernization. The research on the cultivation of top innovative talents is the key to how the country can better build first-class colleges and universities.

Universities in order to focus on the cultivation of top-notch innovative talents, Each university has carried on different education reform explorations, shifted the center of gravity to the student, and changed "teacher-based" to "student-based". Since the founding of Fudan Academy in 2005, many universities in mainland China have tried to carry on the academy system reform, that is, to inherit the cultural spirit of our traditional academy, and to learn from the residential college system, resulting in a new student management model.

2. Literature review

2.1. Connotation of the Modern University Academy System

Regarding the concept of the modern university academy system, related scholars have made several definitions. Some

scholars define it in terms of the formation state of the academy system. Guo Jun (2013) believes that the academy system is a new type of student education model that inherits the tradition of "teachers and students building together and students helping each other" of the ancient Chinese academies and draws on the system of residential colleges in foreign countries to carry out general education for students and undertake the education of students' ideology, morality, and behavioral development. Some scholars define the academy system in terms of its nurturing content. Chen Xiaobin (2013) thinks that the academy system is a kind of student community management model based on general education.

Some scholars define the modern university academy system in terms of its educational objectives. Sun Guofeng (2015) argues that the modern university academy system is a student management system that realizes the combination of general education (quality education) and specialized education and seeks to achieve balanced educational goals. Yet Zhu Hanmin (2013) proposes that China's modern university academy system is a new type of student education and training organization that is integrated and constructed on the basis of emulating the British and American residential academy system and drawing on the essence of the traditional Chinese academy.

Although the definition of the university academy system has not yet been standardized, there is a preliminary consensus that the modern university academy system uses the student dormitories as a platform, equips students with multiple tutors, and offers general education, ideological and moral education, and education for the nurturing of people, among other things. The definition of the university academy system is still being worked out, but it is based on the spirit of the ancient Chinese academies and the absorption of the experience of the Western boarding colleges. It serves a number of purposes in life, education, administration, and culture.

2.2. The Connotation of Top-notch Innovative Talents

Clarifying the connotation of top-notch innovative talents is a prerequisite for promoting the cultivation of innovation ability in universities. At present, there is no precise conceptual definition of "top-notch innovative talents" in

academic circles, but relevant scholars have interpreted the characteristics and contents of "top-notch innovative talents" from a descriptive point of view and tried to interpret its core connotation. For example, Zhang Jianlin (2015), from the perspective of knowledge application, believes that top innovative talents are outstanding people in the fields of science, technology, and management, who have demonstrated outstanding abilities in knowledge acquisition and knowledge application.

Some scholars pay more attention to the social contribution of top-notch innovative talents in the fields of economy and education development, and they should have the dedication to revitalize the society and the nation and be committed to promoting social progress and development and leading the nation to a better future. For example, Xu Xiaoyuan and Shi Daimin (2011) believe that top-notch innovative talents should have excellent qualities such as social responsibility and dedication, and be committed to making outstanding contributions to the modernization of the country.

In conclusion, this study concludes that top-notch innovative talents refer to outstanding talents with strong professional knowledge, excellent academic research ability, a strong spirit of innovation and a sense of social responsibility, a broad international perspective, and excellent leadership (Kemeng, 2004; Sun Xin, 2012). It mainly includes the following four major characteristics: 1) at the knowledge level, it is the possession of exquisite professional knowledge and the ability to acquire and solve problems; 2) at the ability level, it is the ability to take the initiative to create and think on its own according to the needs of the society; 3) at the level of personality traits, it is the independent personality that is bold in questioning and courageous in exploring; and 4) at the aspect of comprehensive qualities, it is the possession of a high degree of social responsibility and strong sense of enterprise.

2.3. Research Related to the Cultivation of Top-notch Innovative Talents

Regarding the research related to the cultivation model of top-notch innovative talents in colleges and universities, many scholars have mainly focused on the practical practices of each link in the talent cultivation model, the construction of experimental classes for teaching reforms in colleges and universities in the fields of disciplines of superiority, and the establishment of exploratory management systems. Huang, Mingfu (2019) has constructed a knowledge system that vertically connects graduate students' bachelor's and master's degrees and horizontally crosses multidisciplinary disciplines, and explored the fusion of scientific research and teaching, integration of university and enterprises, and other modes of cultivating and nurturing top-notch and innovative talents, as well as guaranteeing win-win situation through stable university-enterprise co-operation mechanism to achieve the improvement of the quality of postgraduate education. Guo Zhe and Wang Sunyu (2020) summarised the advanced experience of their cultivation and constructed a pathway for future top-notch talents, based on the national policy background, and textual analysis of the policies of the double first-class colleges and universities. In the process of cultivating top-notch innovative talents in colleges and universities, there are differences in the cultivation of talents in different disciplines, and there are different cultivation methods and paths for different disciplines in the current research. Yuan Ying and Hao Xiaoran (2020) pointed out that

the cultivation of cross-disciplinary top-notch innovative talents is an important part of improving the quality of higher education, and that cross-disciplines meet the needs of the national major scientific research strategy, and the cultivation of top-notch innovative talents needs to be established with team cooperation and innovation, credit authentication, project guidance, guarantee support, and other practical explorations. Mou Lei and Wang Ruiwu (2020) explored the needs of ecological and environmental disciplines for their top-notch innovative talents from the perspective of their discipline and proposed the integration of basic and cross-disciplinary disciplines for coordinated development. It is necessary to start with the curriculum and teaching system, improve the level of teachers, and broaden interdisciplinary knowledge.

While previous research has explored the pathways for the development of top-notch innovators, few studies have linked the academy system reform to the development of innovative talents. This study addresses this gap and investigates the key role of the academy system in cultivating innovative talents. The following questions are addressed in this study:

(1) Why is it necessary for universities to implement the academy system?

(2) What are the training strategies of the academy system for top-notch innovative talents in universities?

3. Method

Following the qualities of the research object, combining the main characteristics of qualitative research and the practical needs of the research problem in this paper, this study adopted qualitative research. It draws on the subjective and uniquely human interpretation of experience and context (Altheide & Johnson, 2011). Then, we recruited college students for the case studies.

3.1. Case Study Method

The case study method can be used to gain insights into typical cases in the practice of the academy system in China and to learn about the real experiences of university students living and studying in it, especially how they demonstrate and exercise various abilities and the challenges they often encounter.

Hong Yi College was chosen as a case study because it was one of the first pilot colleges in China to implement the academy system reform, and it has been in operation for a long time and has good facilities. Founded in 2011, Hong Yi College is a pilot school for the reform of Wuhan University's undergraduate innovative talent cultivation model. After several years of construction and development, it has carried out a series of explorations in the organization, management, and system construction of innovative talent cultivation to ensure the quality of talent cultivation. Since its establishment in 2010, HY Academy has undergone several adjustments and additions to its programs. At present, there are 9 experimental classes, including Humanities Experimental Class (including Literature, History, Philosophy, Chinese Studies, and English), Science Experimental Class (including Mathematics, Physics, Chemistry and Biology), Engineering Experimental Class (including Computer Science and Technology, Intelligent Manufacturing and Integrated Circuits), Political Science, Economics and Philosophy Experimental Class, Philosophy, Law and Economics Experimental Class, Mathematical Economics, Mathematical Finance Experimental Class, Digital Economy Experimental Class, Geophysics

Experimental Class, and Clinical Medicine Experimental Class, covering 18 major directions. Economics, Geophysics, and Clinical Medicine, covering 18 specializations.

3.2. Participants and Data Analysis

In the selection of participants, this study mainly considered objective factors such as the participants' knowledge of the college's operation, the number of years they have worked in the college, and the content of the participants' work responsibilities.

A total of 18 participants were selected from the relevant functional departments of the college, leaders of Hongyi College, teachers, and students. Among them, 3 were administrators from the Quality Management Department of the Undergraduate School, 4 were vice presidents or directors of the Academic Office of Hongyi College, 3 were teachers or tutors employed by the college, and 8 were students enrolled in various experimental classes of Hongyi College. The selected cases fulfill two basic criteria. First, all of these students teachers, and administrators worked or studied at The ISF Academy. Second, the sample included students from a variety of majors, including literature, finance, and technology, thus ensuring the comprehensiveness of the results.

We conducted semi-structured interviews in Chinese with the students and teachers to investigate their experiences and understandings of the academy system. All participants provided informed consent and had their interviews recorded. Interviews were conducted in Chinese and translated into English by the researchers. Details about the interviewees can be found in Tables 1.

Tables 1. students and teachers of Hong Yi Academy college

Code	gender	current title or work
Y1	male	Vice President of Hong Yi Academy
Y2	female	Professor of Hong Yi Academy
Y3	female	Professor of Hong Yi Academy
Y4	female	Administrator of Hong Yi Academy
Y5	male	Academic Tutor of Hong Yi Academy
Y6	female	Professor of Hong Yi Academy
D1	female	Student, major in Digital Economy
D2	male	Student, major in Digital Economy
D3	male	Student, major in Computer Science
D4	male	Student, major in Philosophy
D5	female	Student, major in Mathematics
D6	male	Student, major in Biologic
D7	female	Student, major in Literary

A thematic analysis was used to analyze the data in the following three steps:

Step 1 identifying the themes related to the competencies that can explain top-notch innovative talents in the academy college.

Step 2 identifying the themes related to the obstacles to top-notch innovative talents cultivation in the academy college.

Step 3 identifying the themes related to measures to improve the academy system for the training of top-notch innovative talents.

The analyses in Steps 1, 2, and 3 were inspired by the

reflexive thematic analysis developed by Braun and Clarke (2006)-a widely cited qualitative approach foregrounding researcher subjectivity. In their approach, themes are defined as shared patterns of meaning that underpin a central concept or idea. These can be identified through a rigorous process of data familiarisation, data coding, and theme development and revision.

In the coding phase, we generated succinct labels that could identify important features of the data relevant to answering the research questions. Data coding was conducted inductively because the codes were not identified by pre-existing competence categories isolated from the context but were directed by the data. Applying such an approach allowed us to look for recurring themes considered important to the subjects' actual lives.

4. Results

4.1. Problems in Cultivating Top Innovative Talents under the Academy System Model

The implementation of the academy system in colleges and universities is a challenge and breakthrough to the traditional mode of student management in China's colleges and universities, and this spirit and practice of daring to innovate China's current student management and cultivation system is very worthy of consideration and reference. However, although the Shuyuan system has made many encouraging progress and achievements, it still faces many contradictions and difficulties.

(1) Insufficiently specific and in-depth protection of the concept of cultivating top-notch innovative talents

The talent cultivation concept assumes the guiding wind vane for the reform of school running practice and has an important guiding role in the process of cultivating top-notch innovative talents, which is the premise of whether the students can grow up to be top-notch innovative talents successfully, without scientific and practical talent cultivation concepts, the university will not be able to cultivate top-notch innovative talents according to the logic of scientific development. Colleges and universities have a general phenomenon in the preparation of training concepts and objectives, mostly macro, descriptive language, for the actual schooling without a detailed guiding role(Zheng & Chen, 2019). Whether from the guidance of the Ministry of Education, or the specific implementation units of the university faculties, the description of the cultivation objectives of the top innovative talents is a guiding principle, which is expressed in a more general manner, without refinement, and the content of the elaboration is also relatively similar. As Y6, an associate professor at Z College, said:

Y6: Due to the vague cultivation objectives, the academy does not have clear and specific requirements and arrangements for instructors, and it is more on the teachers' own initiative to explore suitable cultivation modes. In the future, it is hoped that HongYi College will strengthen the macro-guidance and top-level design, and fine-tune the specific implementation rules, so as to make it easy for the teachers to better serve the students.

Secondly, there is also an invisible competitive relationship between universities in talent cultivation, hoping to improve school rankings, visibility, and more financial support, in order to achieve short-term and efficient development, colleges and universities tend to work on the scale of

cultivation of top-notch innovative talents, leading to the blind expansion of colleges and universities in recent years to expand the enrolment of top-notch experimental classes, and attracting and snatching students on the college entrance examination enrolment. At present, colleges and universities are pursuing short-term efficiency in cultivating top-notch innovative talents, ignoring the essential requirements of the Ministry of Education's top-notch program, and there is the problem of alienation of the concept of cultivating top-notch innovative talents, and blindly expanding the number of students, which seriously affects the quality of cultivating top-notch innovative talents. as the following academic staff noted:

Y3: At present, the number of students in HongYi College is nearly 2,000, but there are only five teachers responsible for the management of the College. According to the logic, there should be one counselor for 200 students, although the school also has difficulties, with the increase in the number of students, the College will encounter more and more difficulties in the implementation of talent cultivation, and the implementation of the special practical activities will be affected, and the pressure on the management of the teachers will be very great. The pressure on teachers' management is very great.

(2) Lack of a full-time faculty for the cultivation of top-notch innovative talents.

The knowledge and competence of a highly qualified team of teachers can effectively contribute to the quality of students. Currently, most schools' pilot zones for top-notch innovative talents are at the pilot stage of reform, which is either attached under professional faculties or organized in separate colleges, for which course teachers are hired from other professional colleges. Although this approach can hire excellent teachers from various colleges to teach, many problems will arise: Firstly, the fact that the lecturers of the specialized courses come from several colleges will lead to the fragmentation of the teaching force, and the administrative positions of the lecturers are mostly subordinate to the specialized colleges, so that they do not have enough knowledge about the students of the Pilot Scheme for the Advancement of Talents. There are also frequent changes of lecturers in specialized courses, which leads to unsatisfactory teaching quality.

D6: Since our college does not have its own full-time teachers, there will be a certain course that often changes teachers, for example, we, there is a mathematical analysis course, has changed three teachers, because each teacher used the textbook, the knowledge taught by the existence of differences in the frequent change of teachers for our students can not adapt to the teacher's different styles, and it is difficult to link the knowledge.

Second, the lack of their own full-time faculty requires faculty members as well as the Undergraduate School to step in and work together to select and hire faculty members in various colleges, but there is a lack of support and cooperation from the colleges.

Y1: Teachers from various professional colleges are less willing to do disciplinary crossover as they study a specific aspect, as different disciplines have different disciplinary paradigms and are not easy to obtain peer review recognition from the perspective of disciplinary assessment and review of academic results, thus teachers are not highly motivated to participate.

Third, poor communication between students and teachers. As teachers are usually located in various professional

colleges, they are not able to meet with students frequently, even though they are the instructors or lecturers of the students. In most cases, students have only a few offline exchanges with their teachers each semester, and if they need to communicate with their teachers, they need to make an appointment with them online and go to the professional colleges to look for the relevant teachers by themselves.

D7: We all have very little interaction with our professional teachers and we need to run to other colleges if we have questions, which is very inconvenient for us students, but this is also related to student self-motivation.

It can be seen that due to the lack of full-time professional teachers, the communication channels between students and teachers are blocked, while at the same time putting higher demands on students' self-motivation, and it is more likely to lead to the phenomenon of student polarisation.

(3) Inadequate hardware facilities in the Academy college

The level of construction of hardware facilities such as students' learning, research, and living aspects provides a material foundation for the cultivation of top-notch students.

Hardware facilities include scientific research bases, practical training equipment, accommodation environment, and so on. The most crucial factor for the cultivation of top-notch innovative talents is to promote the innovation of scientific research and to enhance and improve students' awareness of their own comprehensive development and research and innovation ability, so the material conditions for carrying out scientific research are indispensable.

Through the combination of theoretical knowledge and practical operation, students will learn in the classroom abstract knowledge into an intuitive experience to be condensed, to achieve the results of theoretical knowledge output, visible teaching training resources quality impact on the quality of practical training teaching. However, because colleges and universities will be the top creative talents training independent of professional colleges, the establishment of the honors college system, on the one hand, the independent college system training can be given to the students(Cao, 2018). On the one hand, the independent college system can give more independence and freedom to the cultivation of top students, but in terms of teaching and research resources, compared with other professional colleges, there is still the defect of imperfect facilities.

D3: We don't have our own lab equipment, and we go to various professional colleges for classes as well as to do experiments. To be honest it is a little inconvenient because after all, the labs and equipment are limited, and students using them usually book in advance or have a set time for us to use them.

The stimulation and cultivation of innovative thinking require an open atmosphere for learning and living, and the establishment of a community-based learning environment is conducive to the stimulation of students' innovative thinking, highlighting the strong impetus of cultural education.

The establishment of the modern Shuyuan system requires a special place, including classrooms, libraries, seminar rooms, dormitories, creative spaces, and so on a variety of elements composed for the purpose of enabling students and teachers to communicate with each other, forming a good atmosphere, and shaping the spirit of the personality in a subtle way, believes that this is very difficult to achieve.

Y3: It is difficult to establish a perfect academy environment with our current conditions, which involve space, staff, and funding, but we are starting with a system of regular

seminars called "open hours" to slowly cultivate the atmosphere of an academy.

From the initial small experimental classes to the Shuyuan system of cultivation, it can be seen that the scale and system of cultivation of top-notch innovative talents are gradually becoming mature and systematic, but the improvement of scientific research types of equipment and hardware facilities still needs to be further improved.

4.2. Measures to Improve the Cultivation of Top Innovative Talents in the Academy System

(1) Setting up specific and feasible quality objectives and clarifying the direction of talent cultivation

Scientific talent cultivation goals are the prerequisite for the stable improvement of the quality of top-notch innovative talents, as well as the direction of the future development trend of the university. The design of talent cultivation objectives of universities needs to be based on the present, facing the future, closely following the guidance of the Ministry of Education, and combining with the characteristics and needs of their own school construction, to reasonably formulate and design short-term and long-term objectives, and to play a theoretical role in guiding the practice. In the practice of reforming the cultivation of outstanding and innovative talents, universities should start from three aspects of the cultivation objectives(An & Zhao, 2022).

Firstly, we should follow the national situation closely and grasp the "wind vane" for the cultivation of top-notch innovative talents. In the actual running of schools, we should combine the guidance of the Ministry of Education, refer to the "double first-class" construction program, and grasp the principles and priorities of the cultivation of top-notch innovative talents from a macroscopic point of view under the guidance of the established national policies; secondly, we should enhance the "internal driving force" for the cultivation of top-notch innovative talents. The second is to enhance the "internal driving force" of the cultivation of top-notch innovative talents, that is, the concept of talent cultivation or educational philosophy should be identified and internalized by students, and stimulate students' subjective initiative to consciously identify with it and put it into practice. The concept of liberal arts education and interdisciplinary training should be adhered to, so as to improve the internal motivation and self-efficacy of students' learning.

The cultivation of top-notch innovative talents involves the participation of teachers, administrators, and other personnel in various capacities in teaching and management, and the comprehensive quality of full-time teachers and college administrators will have an impact on the effectiveness of the cultivation of top-notch innovative talents. Comprehensive quality includes work management ability and policy understanding. Colleges and universities should pay attention to improving the professional level of management.

Firstly, colleges and universities should actively provide managers with a variety of training sessions, carry out a wealth of professional skills training sessions, correctly convey the reality of the country's demand for talent, improve the scientific nature of the actual work of managers, and avoid blindly radical teaching reform initiatives. Secondly, through the student evaluation feedback management effectiveness, regularly organize student talks, and symposiums, to collect students on the shortcomings of the student management work, the formation of management personnel work self-

assessment, and other assessments of the combination of the improvement mechanism(Xu, 2021).

(2) Establishing a team of full-time teachers to strengthen the stability of the teaching force

One of the core tasks in the cultivation of top-notch innovative talents lies in the implementation of teaching and scientific research guidance, so in order to achieve the goal of cultivating top-notch innovative talents, the establishment of a group of high-quality full-time faculty is of key significance.

Secondly, it is necessary to optimize the system of rewarding and evaluating teachers, so as to motivate teachers to take up the task of teaching and supervising top students. Through the optimization of the teacher reward system, we can play the role of material and honorary rewards and other incentives, and give excellent teachers substantive rewards through the way of additional financial incentives, which can not only stimulate the motivation of teachers for the cultivation of top-notch innovative talents but also be conducive to the formation of a good teacher management system.

Thirdly, humanities education should be valued, and professional humanities teachers should be assigned to participate in curriculum design and teaching. Humanities education programs mainly include the following three categories, the first of which is social morality, professional ethics, ideological morality, etc., aiming at promoting students to form a correct worldview and values and to become a social person who abides by social norms (Fu, 2021). The second category is literature, philosophy, history, etc., aiming to enhance students' cultural literacy. The third category is related to humanities knowledge related to science and technology, including the history and evolution of technology.

By improving the type and structure of faculty members for the training of top-notch talents, it is possible to take into account various aspects of the training of students and achieve the harmonious development of students' scientific research and learning, as well as their physical and mental health.

(3) Providing adequate hardware facilities to create a learning atmosphere in the Academy system

Universities need to fully integrate all kinds of educational resources on campus, and complete the hardware facilities such as practical training platforms, scientific research and training, and equipment and classrooms.

Universities should be equipped with the space and facilities required for the training of top innovative talents. Universities should be equipped with spatial facilities required for the cultivation of top-notch innovative talents. One of the characteristics of the Shuyuan system for the cultivation of top-notch innovative talents lies in the opening of communication space and environment. Set up open student study rooms, seminar rooms, theme activity rooms, and other places to avoid situations where hardware facilities are tight and queuing is required for use. Try to set a reasonable ratio in the arrangement of supporting facilities(Jiang & Ding, 2021).

Secondly, to create an all-encompassing academy, including an independent study room, a student development center, and a youth think-tank, and to promote environmental education through the atmosphere of the Academy system. Colleges and universities should make financial contributions to jointly set up reading rooms, growth counseling rooms, study rooms, party activity rooms, and other public rooms for students. Colleges and universities should provide students

with reading rooms, growth counseling rooms, self-study rooms, party and group activity rooms, and other public activity places, and at the same time build international cultural exchange bases, traditional culture education and inheritance bases, career planning and entrepreneurship education bases and other activity classrooms according to different cultural characteristics, and carry out a series of continuous special cultural activities according to the campus and national cultural orientation (Xia & Ye, 2021).), truly ensuring full communication between teachers and students, and students and pupils. Finally, we should promote the construction of civilized dormitories, and make efforts in both hardware and software to improve the dormitory environment and develop the dormitory environment.

Finally, we should promote the construction of civilized dormitories, improve the dormitory environment, and develop dormitory moral resources from both hardware and software and at the same time give play to the role of role models to inspire and drive each other. In addition, we should play the role of role models to inspire and motivate each other.

5. Conclusion

With the profound changes in the world pattern, driven by the knowledge economy, higher education is increasingly assuming the major tasks of national innovation of human resources, and social and scientific progress. The high-quality development of higher education requires a change in thinking, in-depth acceleration of comprehensive governance and reform of talent training, accelerating the improvement of the level of training of top-notch innovative talents, giving full play to the important role of higher education in scientific and technological innovation, talent cultivation and social contribution, as well as providing strong support for improving the country's innovative power and international competitiveness. Since 2009, Chinese colleges and universities have successively carried out and implemented the pilot program for cultivating top-notch students for more than ten years, and a number of high-level universities have continuously responded to the needs of the times and explored the effect of reform work on cultivating top-notch innovative talents to a certain extent, providing inexhaustible intellectual support for the long-term development of the country.

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