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Research on the Construction and Application of Talent Competitiveness Model in the Field of Philosophy and Social Sciences in "Double First-Class" Universities

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Abstract: Based on the talent development in the field of philosophy and social sciences in "Double First-Class" universities, this study systematically analyzes the dilemmas and opportunities they face in terms of disciplinary attributes, disciplinary characteristics, the new technological revolution, and global disciplinary adjustments. The study constructs a competitiveness model covering factors such as consolidating academic foundation, innovating academic viewpoints, adhering to the principle of "connecting the top and grounding the foundation", seizing strategic positions, contributing to teaching and talent cultivation, and making sustained policy contributions. On this basis, the study puts forward cultivation suggestions. The research aims to provide a theoretical framework and practical reference for "Double First-Class" universities to enhance talent competitiveness in the field of philosophy and social sciences.

Keywords: Double First-Class universities; Philosophy and social sciences; Talent competitiveness

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1. Introduction

The development of philosophy and social sciences in China has entered a new stage of connotative prosperity from the reconstruction of disciplinary systems. The country and universities have deepened their understanding of its positioning and practical role, and entrusted it with a more important mission [1]. The "Education Power Construction Plan Outline (2024–2035)" emphasizes its national status [2]. Therefore, in-depth research on the competitiveness model framework and the generation logic of talents in this field has important theoretical and practical value. The model will scientifically, systematically, and comprehensively evaluate and measure the core elements and comprehensive capabilities of talents, and on this basis, put forward systematic and implementable cultivation suggestions, so as to provide a theoretical basis and practical guidance for universities

in discovering, selecting, introducing, cultivating, using, and evaluating talents. The significance of the research is reflected in two aspects: on the one hand, at the theoretical level, constructing a scientific and systematic model helps to clarify the relationship between the basic support and key elements of talent growth and development, and enriches and deepens the existing talent development theories. On the other hand, at the practical level, exploring scientific cultivation measures has direct reference value for promoting the optimization of university talent work mechanisms and enhancing the comprehensive competitiveness of talents [3].

This study adopts the literature research method to systematically sort out relevant theories and research published by scholars at home and abroad, laying a research foundation. At the same time, combined with the case comparative analysis method, it analyzes representative universities and teachers to ensure the scientificity, systematicness, and persuasiveness of the research conclusions.

2. Literature review: Research status at home and abroad

At present, domestic and foreign research on talents in philosophy and social sciences has formed a certain foundation. Domestic research mainly focuses on three aspects: first, evaluation research on specific disciplines or high-level potential talents [4]. For example, Xiao Mingzheng and Ye Jiyuan discussed the key influencing factors in the talent growth process and the "comprehensive evaluation" system [4]. Second, empirical research on specific regions. For example, Zhao Yanwen analyzed the problems existing in the current talent classification evaluation system, such as vague evaluation standards and single evaluation dimensions, and put forward suggestions [4]. Yang Xi took some universities in Guangxi as the research object, pointed out that local universities have problems such as emphasizing the quantity of papers over quality and academic achievements over social services in the evaluation mechanism of philosophy and social sciences teachers, and proposed that a more scientific and reasonable evaluation system should be constructed to help the all-round development of talents [4]. Third, exploring the optimization path of the talent evaluation mechanism from specific perspectives, such as big data [4]. Cao Yue proposed that in the context of big data, the subject, content, and method of talent evaluation should be rethought [4]. Although international research is mostly based on disciplinary development, its evaluation concepts emphasizing academic freedom, long-term accumulation, and social influence are worthy of reference. For example, the evaluation system of European and American universities emphasizes long-term accumulation and multi-dimensional investigation.

However, there are still many research gaps and problems to be solved in existing research and practical exploration. First, there is a lack of a competitiveness model constructed based on multi-dimensional indicators, which is difficult to fully reflect the comprehensive competitiveness of talents in terms of academic ability, innovation ability, social service ability, and international perspective. Second, the research on the training path and growth mechanism of talents in this field is relatively weak, especially in the discovery, selection, incentive, and support of high-level innovative talents; there is still a lack of operable and promotable system design. Third, the international training path for talents in this field has not yet formed a systematic mechanism, and talents have limited opportunities for international exchanges, cooperative research, overseas visits and studies. Fourth, the docking mechanism between talents in this field and local economic and social development is not perfect, leading to structural contradictions between talents and social needs [5]. Fifth, the construction of research bases and think tank platforms for philosophy and social sciences in universities is still in its initial stage, lacking landmark achievements with wide influence and decision-making reference value [6].

3. Core concepts related to talents in the field of philosophy and social sciences in "Double First-Class" universities

"Double First-Class" is a major national strategy aimed at promoting the construction of world-class universities and first-class disciplines. In February 2022, the state issued the "Several Opinions on Further Promoting the Construction of World-Class Universities and First-Class Disciplines", and the new round of construction was officially launched, emphasizing the promotion of the construction of the philosophy and social sciences system and promoting the integration of interdisciplinary disciplines [7].

In this paper, "talents in philosophy and social sciences" refer to professional personnel engaged in teaching and research work in this field and related interdisciplinary disciplines in universities. They shoulder the mission of talent cultivation, scientific research, academic innovation, and value guidance. Universities gather more than 80% of the national social science forces and are an important force in China's philosophy and social sciences [8]. By the end of 2021, the team of philosophy and social sciences in Chinese universities had a total of 897,000 people [9].

"Talent competitiveness" refers to the comprehensive quality and ability shown by talents in competition, and its core lies in the effective integration and coordination of multiple abilities [10]. The "talent competitiveness model" is a systematic sorting and structural expression of competitiveness elements. By constructing a scientific evaluation system including multiple dimensions such as basic knowledge, talent cultivation, scientific research, team building, social service, and international exchange, it reveals the inherent laws of talent growth and development and provides support for cultivation.

4. Current dilemmas and era opportunities for talent development in the field of philosophy and social sciences in "Double First-Class" universities

4.1. Analysis of practical dilemmas

4.1.1. Dilemma of the disciplinary attributes of philosophy and social sciences

Philosophy and social sciences possess the characteristics of "non-standardization", "long-term effectiveness of achievements", and "criticality." Scholars engaged in basic and long-cycle research are at a disadvantage in competition. For instance, the impact of major theoretical breakthroughs or ideological enlightenment often takes decades or even a century to fully manifest. In 2024, 53.1% of the Nobel laureates in Economics first published their key research findings before 1969, making the Nobel Prize in Economics a highly "lagging" award [11].

4.1.2. Dilemma of technological revolution impact

The technological revolution represented by artificial intelligence and big data is impacting philosophy and social sciences in an unprecedented way. First, new technologies have reshaped research paradigms and methods. While big data analysis improves research efficiency and expands research boundaries, it also challenges traditional methods centered on speculation and qualitative analysis. For example, the chat robot ChatGPT has become popular, which can write papers, code, and create novels, triggering a heated discussion on whether artificial intelligence can replace human uniqueness [12]. Second, the technological wave has exacerbated the contradiction in the talent ability structure: compound talents who are proficient in both professional knowledge and digital skills are extremely scarce, while scholars who stick to traditional methods are facing the risk of "surplus capacity." The rapid development and wide application of digital technology and

artificial intelligence have accelerated the transfer of human labor from traditional physical and mental work to highly creative and high-value-added jobs, and some repetitive and procedural tasks have been quickly replaced by digital technology [13].

4.1.3. Global decline and subversive adjustment of traditional philosophy and social sciences disciplines

Under the dual impact of the reshaping of the global knowledge pattern and the digital wave, traditional philosophy and social sciences disciplines are experiencing a global decline in influence and in-depth adjustment. Their resource allocation and status have been squeezed. Some European and American universities are facing the shrinking of humanities disciplines and are integrating into interdisciplinary fields. In December 2020, the College of Arts and Sciences of the University of Vermont proposed to cut 23 undergraduate majors in the humanities. In October 2024, the Harvard University newspaper "The Crimson" published news that more than 30 autumn courses were canceled, with the History and Literature Department canceling the most courses [14]. In recent years, domestic universities have also carried out new disciplinary adjustments, obviously tending to strengthen science and engineering disciplines and reduce liberal arts, which is particularly evident in "Double First-Class" universities [15].

4.1.4. Dilemma of the development of philosophy and social sciences disciplines in universities

Within universities, philosophy and social sciences disciplines are facing the dual dilemmas of implicit achievement transformation and marginalized resource allocation. Their contributions are mostly ideological, cultural and policy influence, which are difficult to directly quantify and monetize like scientific and technological achievements, resulting in their often being in a weak position in social cognition and internal university resource allocation. China is currently in a critical period of realizing a strong science and technology country. The country's demand for fields such as AI and bioengineering has prompted universities to increase investment in science and engineering. This trend is not unique to China; many countries around the world are increasing investment in science and engineering [15].

4.2. Discussion on era opportunities

4.2.1. The original mission of philosophy and social sciences has always centered on the core goal of building a community with a shared future for mankind

Globally, the fundamental value of philosophy and social sciences lies in responding to the major strategic needs of national and civilized development. National and civilized development urgently needs philosophy and social sciences to provide in-depth intellectual support. This requires and encourages talents in philosophy and social sciences to root their academic research in the fertile soil of development practice, so as to gain profound value recognition. In November 2020, the "Declaration on the Construction of New Liberal Arts" was released, emphasizing that the construction of new liberal arts not only affects liberal arts itself, science, engineering, agriculture and medical education, but also the overall higher education, and proposed resource inclination support [16].

4.2.2. Opportunity for the innovation of philosophy and social sciences in the technological era

Digital technology is not a replacement but an empowerment. New paradigms such as "computational humanities", "social physics", and generative AI have emerged, which can assist scholars to free themselves

from repetitive labor, improve research efficiency, and help them focus on higher-level innovation.

4.2.3. Opportunity for disciplinary transformation brought by subversive changes

Global subversive changes are promoting profound paradigm transformation of philosophy and social sciences and opening up new development paths. The function of philosophy and social sciences is shifting from "explaining the world" to "shaping the future." In global issues such as digital governance and scientific and technological ethics, they have become core participants in rule design and value definition. The unprecedented trend of interdisciplinary integration highlights their "practical value."

4.2.4. Opportunities for the development of philosophy and social sciences disciplines in universities

In recent years, universities have continuously carried out mechanism reforms, optimized scientific research management, promoted interdisciplinary integration, improved evaluation systems, and encouraged original and cutting-edge research, creating a good environment for the prosperity and development of philosophy and social sciences [17]. On March 1, 2025, the first domestic "The Future is Here — Blue Book on the Intelligent Development of Humanities and Social Sciences" compiled by Fudan University was released, marking a new starting point for the intelligent development of humanities and social sciences. It will attract more scholars to pay attention to the in-depth integration of artificial intelligence and humanities and social sciences, and promote the acceleration of new liberal arts innovation [18].

5. Construction of talent competitiveness model in the field of philosophy and social sciences in "Double First-Class" universities

5.1. Theoretical basis and analysis framework of the talent competitiveness model

This study constructs an analysis framework based on four core theories. The human capital theory, an economic theory proposed by American economists Theodore Schultz and Gary Becker, emphasizes capital investment through education and training to improve individual productivity and social benefits, with educational investment regarded as the core element [19]. It provides the core concept for this study to focus on the cultivation path of talents' internal ability construction and sustainable development.

The competitiveness theory originated from David Ricardo's theory of comparative advantage of production factors. In 1990, Prahalad and Hamel formally proposed the core competitiveness theory [20]. The competitiveness theory, especially Michael Porter's "Diamond Model", provides a paradigm for the systematic analysis of the sources of competitiveness [21]. Adapting it to this field, competitiveness can be decomposed into: factor conditions, demand conditions, hard resources, and soft resources, which lays the framework foundation for constructing a structured model.

The academic ecosystem theory places talent growth in a dynamic system composed of institutions, culture, resources, etc., emphasizing the energy exchange and symbiosis between individuals and the environment [22]. This suggests to this study that the improvement of competitiveness not only depends on personal endowments but also requires the construction of a sound academic ecological support.

Knowledge management is the latest management thought and method emerging in the era of the knowledge economy. It integrates modern information technology, knowledge economy theory, enterprise management thought and modern management concepts. This theory focuses on the process of knowledge

creation, sharing and application, and analyzes how talents build core competitiveness through systematically integrating and internalizing knowledge (consolidating the foundation), creating new knowledge (academic innovation), using intelligent tools (AI empowerment) and explicit dissemination (representative works) from the mechanism level, which runs through the key links of talent development [23].

5.2. Construction principles of the talent competitiveness model

5.2.1. "Double First-Class" strategic orientation principle

The model closely follows the national "Double First-Class" construction goals and takes serving the construction of the national philosophy and social sciences discipline system as the fundamental starting point. The design of competitiveness elements and the selection of observation indicators are all aimed at guiding talents to produce original and leading achievements, and ultimately serving the improvement of the overall strength of universities.

5.2.2. Disciplinary characteristic adaptation principle

The model fully responds to the inherent characteristics of knowledge production in philosophy and social sciences, such as "non-standardization", long-term benefit and "criticality" of value. In terms of evaluation dimensions, it emphasizes qualitative evaluation such as representative works, academic ideas and social influence; in terms of development orientation, it encourages dedicated research of "polishing a sword for ten years" and reserves space for non-consensus and interdisciplinary exploratory research.

5.2.3. Systematic ecological symbiosis principle

Drawing on the academic ecosystem theory, the model regards talent competitiveness as the result of the interaction between individuals and environmental elements such as institutions, culture and resources. Therefore, the model focuses on the process of energy exchange and coordinated evolution between the individual "competitiveness" of talents and the external academic ecology, forming a virtuous cycle of mutual promotion between "talent growth" and "ecological optimization."

5.2.4. Dynamic practical application principle

The model adheres to the problem-oriented and practical-oriented approach, and its elements and indicators are derived from the response to practical dilemmas and era opportunities (such as the inclusion of "AI collaborative empowerment"). The model is open and can be dynamically adjusted according to technological changes, policy adjustments and disciplinary development, aiming to provide a directly referable and applicable systematic framework for universities' talent introduction and cultivation, evaluation and incentive, and resource allocation.

5.3. Construction of the talent competitiveness model

5.3.1. Consolidating academic foundation

A solid academic foundation is the cornerstone of talents' sustainable development (**Figure 1**). This requires talents in this field to delve into research for a long time, systematically master the classic theories and cutting-edge trends of the discipline, and form a solid, extensive and integrated knowledge system. The foundation is reflected in high-quality output: publishing a series of high-level papers in authoritative journals and publishing monographs with academic weight; undertaking and completing major and key scientific research projects at the

national, provincial and ministerial levels; and finally forming original and landmark academic achievements, thereby enhancing personal academic influence. For example, a researcher in sociology at a certain research institute has published 25 papers in CSSCI journals, 3 monographs, and the papers have been cited more than 300 times; presided over 2 national social science fund projects; won 1 Outstanding Scientific Research Achievement Award of Colleges and Universities by the Ministry of Education; and 5 think tank reports have been adopted by the provincial government. The above achievements have played an important supporting role in being selected as a national high-level talent.

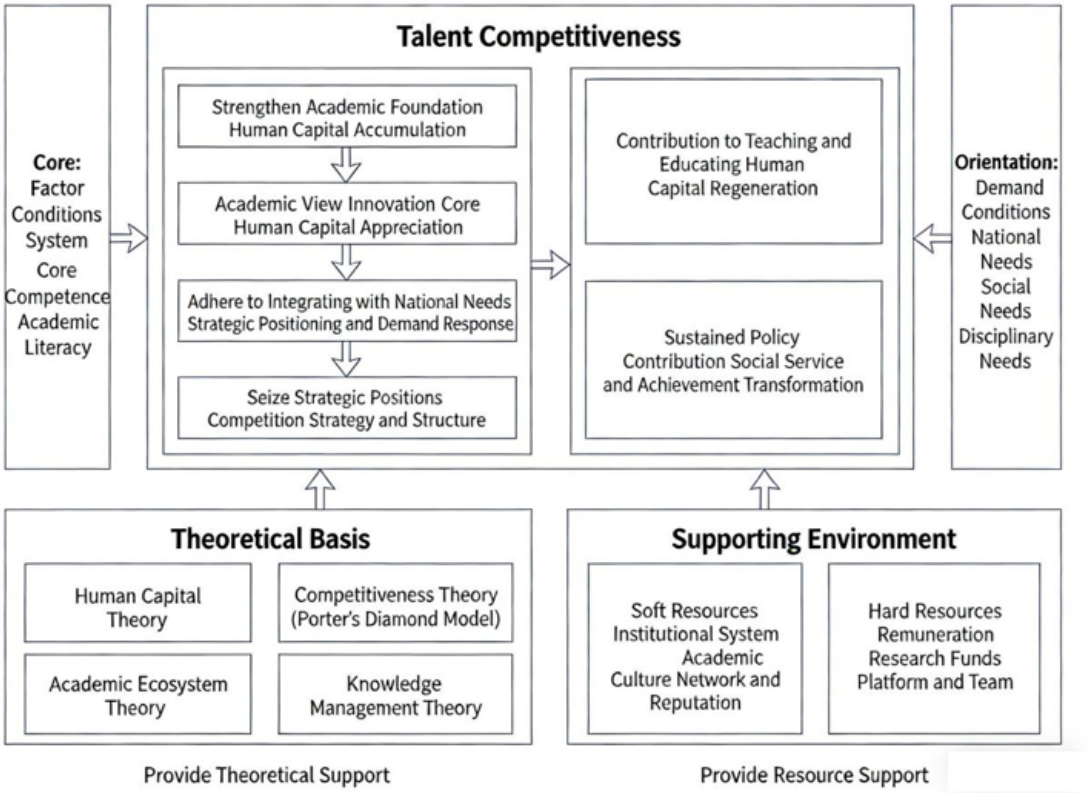

Figure 1. Talent competitiveness model in the field of philosophy and social sciences in "Double First-Class" universities

5.3.2. Innovating academic viewpoints

The innovation of academic viewpoints is the soul of the competitiveness of talents in philosophy and social sciences. This requires talents to bravely put forward original and breakthrough insights on major theoretical issues, classic academic propositions or emerging social phenomena. Universities should encourage "problem-oriented" exploratory research and support talents to promote the expansion of knowledge boundaries by creating new concepts, new paradigms or new theories. For example, Ji Xianlin put forward pioneering literary criticism concepts such as "literature and humanism" and "20th-century Chinese literature", and was one of the most influential humanities scholars in China since the 1980s.

5.3.3. Adhering to the principle of "connecting the top and grounding the foundation"

Adhering to the principle of "connecting the top and grounding the foundation" is the key path to achieve high-quality development and build the philosophy and social sciences system. The so-called "connecting the top"

means that talents in philosophy and social sciences in universities should have a macro strategic vision and theoretical innovation ability, be able to stand at the height of national development, respond to the propositions of the times, and serve the major national strategic needs. The so-called "grounding the foundation" emphasizes that talents should be rooted in reality, serve the society, closely combine theoretical research with social practice, and make research achievements truly transformed into practical forces for promoting social progress. For example: young talents from Renmin University of China focus on the national strategy of rural revitalization and urban-rural integration, preside over more than 10 projects such as the National Natural Science Foundation of China, and won the first prize of the Land and Resources Science and Technology Award of the Ministry of Natural Resources.

5.3.4. Seizing strategic positions

Talents in philosophy and social sciences must have a keen sense of the times and forward-looking layout capabilities, and should take the initiative to "occupy positions" on key themes and nodes. This requires talents not only to keep up with academic frontiers but also to closely follow major national annual themes (such as common prosperity), respond to important historical nodes (such as the founding anniversary of the People's Republic of China) and changes in social trends. By laying out relevant research in advance, they can take the lead in explaining major theoretical and practical issues, and deeply integrate academic activities into the process of the times, thereby significantly enhancing the timeliness, influence and strategic value of their work. For example, teachers from Yunnan University, Guangdong University of Foreign Studies and Jinan University all carried out research combined with their own fields, local characteristics and the "Belt and Road" after the release of "Vision and Actions on Jointly Building the Silk Road Economic Belt and the 21st-Century Maritime Silk Road" in 2015, and obtained major national social science projects in the same year.

5.3.5. Contributing to teaching and talent cultivation

Teaching and talent cultivation are the fundamental responsibilities and core missions of talents in philosophy and social sciences, and the ultimate embodiment of their competitiveness at the social value level. This requires talents to cultivate students' solid professional foundation, critical thinking and family and country feelings through high-quality teaching, and cultivate a large number of outstanding reserve talents in philosophy and social sciences, which constitutes the fundamental standard for evaluating the effectiveness of talents' teaching.

5.3.6. Making sustained policy contributions

The competitiveness of talents in philosophy and social sciences is significantly reflected in their ability to transform academic wisdom into policy practice serving the country and society. This requires talents to take the initiative to carry out targeted countermeasure research around major national strategic needs, social governance difficulties, and the improvement of laws and regulations, submit high-quality policy consultation reports and internal reference suggestions to the state, and participate in national legislative consultation, standard setting or system design. Through sustained policy contributions, they can enhance their influence in academic and political circles. An associate professor of law at a university has 3 research results adopted by the Supreme People's Court and participated in the drafting of 2 laws and regulations. These achievements have played an important supporting role in his selection as a national high-level talent.

6. Suggestions on cultivation measures based on the talent competitiveness model in university philosophy and social sciences

6.1. Adhering to independent thinking

Adhering to independent thinking is the foundation and core source of competitiveness for talents in philosophy and social sciences. Universities must strive to create an academic environment that encourages innovation and stimulate talents' academic autonomy and original thinking. Establish a "representative work" evaluation system centered on ideological value, theoretical depth and social influence, and resolutely break the quantitative constraints of the "five-only" tendency. At the same time, provide long-term and stable funding support and a relaxed assessment cycle for scholars engaged in basic theory and long-cycle research. Encourage talents to base themselves on national practices, face major issues directly, and temper original viewpoints in the process of building an independent knowledge system, so as to realize the academic pursuit of "connecting the top and grounding the foundation."

6.2. Establishing a talent training mechanism based on talents

Constructing a classified, field-specific and hierarchical "talent training based on talents" ecology is the key to activating existing talent capital and realizing academic intergenerational inheritance. The core is to give play to the "leading goose effect" of top scholars and leading talents, and systematically transfer academic vision through one-on-one allocation of "training mentors", "scientific research team support" and "major project actual combat." Actively promote the interdisciplinary "double mentor system" and encourage interdisciplinary joint guidance. At the same time, flexibly introduce well-known scholars and senior policy experts at home and abroad to serve as cooperative mentors to inject external wisdom. Universities should institutionally support the construction of various platforms such as academic communities and young scholars' salons, and transform informal academic exchanges into regular talent training platforms, forming a virtuous ecology of talent symbiosis and common prosperity.

6.3. Establishing a result-oriented collaborative incentive and cultivation mechanism

Constructing a collaborative incentive system oriented to high-quality and diversified results aims to break the "five-only" stubborn diseases and stimulate innovation vitality. Emphasize "classified evaluation" and "collaborative incentive." First, according to different work natures such as basic research, applied countermeasures and education and teaching, set up differentiated achievement recognition standards, and include high-level monographs, authoritative consultation reports, high-quality courses, and major cultural project achievements into the effective evaluation scope. Second, establish interdisciplinary and cross-field achievement transformation and collaborative application channels, encourage talents to transform academic achievements into policy suggestions, social services or cultural products, and support achievements that generate significant social benefits. Finally, strengthen the recognition and sharing mechanism of team achievements, encourage assessment and incentive based on innovative teams, and form a pattern of mutual promotion between individual excellence and collective tackling.

6.4. Establishing a "one person, one policy" training plan

In view of the significant characteristics of diversified and personalized growth paths of talents in philosophy and social sciences, implement precise and dynamic "one person, one policy" training. The plan is based on an in-depth diagnosis of talents' academic background, development stage, potential characteristics and

career planning, and tailor-made a personalized growth plan including goals, tasks and resource support. In the implementation process, conduct whole-process tracking and dynamic evaluation, and adjust strategies regularly. By allocating scientific research, teaching, exchange and practice opportunities in the "training project pool", and matching corresponding mentor and platform support, maximize the release of talent potential and help them form unique academic advantages and core competitiveness.

This study focuses on the systematic construction of the talent competitiveness in the field of philosophy and social sciences in "Double First-Class" universities. By in-depth analyzing the deep-seated dilemmas faced by the talent development in this field in terms of disciplinary attributes, historical cycles, technological impacts and global adjustments, and grasping the historical opportunities brought by national strategic needs, era transformation nodes, technological empowerment and disciplinary paradigm integration, the study constructs a competitiveness model. Based on this model, the study puts forward cultivation suggestions. The ultimate goal of this study is to provide a framework reference with both theoretical foresight and practical operability for "Double First-Class" universities to promote the construction of talent teams in philosophy and social sciences, and help realize the organic unity of individual academic excellence, disciplinary characteristic development and the overall strategic improvement of universities.

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