

Strategies for Constructing an Autonomous Knowledge System for China's Information Resource Management Discipline

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Abstract

Purpose/Significance This study attempts to answer four fundamental questions regarding the construction of an autonomous knowledge system for the information resources management discipline—why it is necessary, what constitutes its foundation, what challenges it faces, and how it should be advanced—thereby providing a reference for such construction.

Method/Process By examining the current development status, contemporary environment, and mission responsibilities of the information resources management discipline, this paper distills the construction requirements for an autonomous knowledge system from international, national, and disciplinary perspectives, analyzes its foundational elements and constraining factors, and subsequently proposes construction strategies.

Results/Conclusion Guided by the key characteristics of a disciplinary autonomous knowledge system and anchored by three major construction principles, this paper advances the construction of an autonomous knowledge system for the information resources management discipline through six specific dimensions, including accelerating the elimination of apprentice mentality, consolidating consensus on disciplinary development, and emphasizing the excavation of historical essence.

Full Text

Strategies for Constructing an Independent Knowledge System for the Discipline of Information Resources Management in China

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Abstract: [Purpose/Significance] This paper attempts to address four fundamental questions regarding the construction of an independent knowledge system for the discipline of information resources management: “Why is it necessary?”, “What is the basis?”, “What challenges are faced?”, and “How should it be promoted?”, thereby providing a reference for this construction effort. [Method/Process] Based on the current development status, environmental context, and mission of the discipline, this study extracts the demand for constructing an independent knowledge system from international, national, and disciplinary perspectives, analyzes the foundation and constraints of such construction, and proposes corresponding strategies. [Result/Conclusion] Guided by the key characteristics of an independent disciplinary knowledge system and anchored by three major construction principles, the paper outlines six specific pathways for advancing the construction, including accelerating the dismantling of apprenticeship thinking, strengthening consensus on disciplinary development, and emphasizing the excavation of historical essence.

Keywords: information resources management; independent knowledge system; “three systems”; discipline construction

Classification: G203

A discipline’s knowledge system reflects both its positioning and its distinctive characteristics, forming the core connotation of its disciplinary, academic, and discourse systems. The discipline of Library, Information, and Archives Management has continuously explored its core identity and knowledge system through theory and practice. After decades of development, its knowledge system has basically taken shape, yet several problems remain unresolved: the existing system struggles to meet the needs of the new era, relationships among knowledge modules are intricate, and the originality and autonomy of the knowledge system are relatively weak. The digital intelligence era presents both opportunities and challenges for the discipline of Information Resources Management, as technological advancement and evolving demands drive disciplinary transformation and a new round of reform. National strategies have also imposed new requirements on the discipline regarding both continuity and innovation, as well as internationalization and localization. In September 2022, the Academic Degrees Committee of the State Council and the Ministry of Education issued the *Graduate Education Discipline and Specialty Catalogue (2022)*, which renamed the first-level discipline “1205 Library, Information, and Archives Management” to “1205 Information Resources Management.” This name change represents an inevitable trend, further expanding the discipline’s connotation and extension and necessitating that its knowledge system evolve with the times. Consequently, constructing an independent knowledge system has become a top priority for the discipline.

Scholars in information resources management have diligently explored the

discipline's knowledge system. Since China's reform and opening up, library science has produced various systems including "dualistic" comparative models, "triadic" tripartite models, "quadratic" balanced models, "pentadic" hierarchical models, and "pluralistic" innovative models. Since 1980, information science has developed dichotomies such as "narrow-broad" and "theory-application," as well as trichotomies like "theory-application-technology," "deep-middle-surface," and "top-application-base," and a "theory-application-technology-management" quadratic model. Archives science also encompasses multiple perspectives on its disciplinary system. However, these studies are either limited to second-level disciplines, outdated due to the passage of time, or lack distinctive features by merely imitating Western knowledge systems, making them insufficient to support the construction of an independent knowledge system. Although recent years have seen increasing research on constructing disciplinary systems with Chinese characteristics and the "three systems," few studies specifically focus on building an independent knowledge system. Therefore, this paper analyzes four aspects—why construction is necessary, what basis exists, what challenges are faced, and how to promote it—to provide insights for accelerating the construction of an independent knowledge system for information resources management.

[Figure 1: see original paper] The Four Key Questions in Constructing an Independent Knowledge System for Information Resources Management

1.1 Responding to the Practical Needs of Global Centennial Changes

The world is undergoing profound changes unseen in a century, with accelerating evolution and continuous international turbulence, making technological innovation the main battlefield for national competition. General Secretary Xi Jinping has emphasized that technological self-reliance is the foundation and security for national prosperity. Although China has made progress in many fields, such progress has primarily relied on imitation, following, and catching up, with insufficient exploration of foundational research at the source and bottom levels. Key core technologies face "bottleneck" constraints, basic research risks "brain-blockage," and philosophy and social sciences suffer from "voice-loss," all threatening national security and high-quality development. The primary cause of academic "muteness" lies in the lack of an independent knowledge system. Addressing global, Chinese, and contemporary issues within the scope of information resources management—such as data governance and emergency management in major international health events, government information resource construction under the holistic national security view, and information resource integration and innovation in the digital intelligence era—requires strengthened understanding, interpretation, and dissemination of relevant theories, along with continuous proposals for new concepts, methods, technologies, and tools that truly meet national needs and solve practical problems. Constructing an independent knowledge system with a focus on enhancing international discourse

power is therefore timely.

1.2 Meeting the Objective Needs of National Strategic Priorities

Chinese-style modernization cannot be achieved without the innovation and development of information resources management. First, the discipline possesses expertise in collecting, processing, analyzing, storing, disseminating, and utilizing data and information, directly correlating with Chinese-style modernization. Second, its supporting role in society has become increasingly prominent, influencing the modernization process in other fields. Guided by Chinese-style modernization, the Party and state emphasize the implementation of strategies for invigorating China through science and education, strengthening the nation with talented personnel, and driving development through innovation, as well as advancing the “Double First-Class” initiative, “Double Ten Thousand Plan,” and “New Liberal Arts” construction, providing excellent opportunities for the discipline’s development and transformation while imposing higher demands. For instance, the discipline must leverage its wisdom to tackle evaluation reform challenges such as “eliminating the four-onlys,” “breaking the five-onlys,” and implementing the “representative work system,” while also conducting organized research and enhancing original innovation capabilities. The clarion call for building a modern socialist 强国 has been sounded, demanding high-quality development of information resources management and making the construction of an independent knowledge system imperative.

1.3 Addressing the Internal Needs of Disciplinary Development

Constructing an independent knowledge system for information resources management is not only the inevitable path for disciplinary innovation but also an important symbol of its maturity. Overall, China’s information resources management discipline lacks strong autonomy, having long been immersed in following theories and ideas from Europe, America, the Soviet Union, and Japan. Its basic theoretical construction is relatively weak, with few original theories and a lack of influential achievements. Moreover, as a young discipline, fundamental issues such as disciplinary boundaries remain contested, theories and methods fail to keep pace with technological development and changing demands, and internal knowledge has become increasingly fragmented and dispersed with deepening interdisciplinary integration, leaving the knowledge system incomplete. The current renaming of the discipline from “Library, Information, and Archives Management” to “Information Resources Management” further expands its extension and strengthens its interdisciplinary attributes, inevitably bringing new challenges: how to adjust disciplinary objectives, research objects, and structure to match the name; how to enhance competitiveness to avoid threats of marginalization; and how to promote high-quality development to meet people’s

aspirations for a better information life. Maintaining iterative updates to the disciplinary knowledge system throughout this process is particularly crucial.

2 Basis: Achievements in Information Resources Management Discipline Construction and Exploration of Its Knowledge System

Judging from the Ministry of Education's disciplinary catalogue, the discipline name has changed multiple times, recently evolving from the combined "Library, Information, and Archives Management" to "Information Resources Management." This field has achieved certain results in professional education, academic research, and social service, while early explorations and outstanding traditional Chinese thought and practice have laid a foundation and created conditions for constructing an independent knowledge system.

2.1 Maturing Professional Education

Professional education in information resources management has gradually entered the right track since China's reform and opening up, with expanding scale and increasingly balanced regional distribution. A multi-level and relatively complete professional education system has been formed, comprising undergraduate, master's, doctoral, and postdoctoral programs. While library science, information science, and archives science remain the mainstay at all levels, a batch of self-established second-level disciplines have emerged in recent years, such as information resources management, digital humanities, and data science, continuously meeting the demands of the times and society. Textbook system construction has advanced steadily, with "21st Century Course Textbooks" published in the 1990s, and 70 and 21 textbooks respectively selected for the national "Eleventh Five-Year Plan" and "Twelfth Five-Year Plan" for general higher education. Course system construction has reached new heights, with 20 courses selected for the first batch of national first-class undergraduate courses, and the number of online courses continuously rising. The "Library Science Online Course Alliance" has currently included 46 information resources management-related courses. Talent cultivation has yielded remarkable results, with training models gradually shifting from "imported" to "localized," student distribution forming a pyramid structure, degree granting maintaining steady progress, and graduate employment structure becoming increasingly rational.

2.2 Continuously Advancing Academic Research

Throughout its development, the discipline of information resources management has continuously improved its scientific research level, focusing on objects such as the discipline itself, institutions, information, and users. Research themes have advanced with the times, actively embracing new disciplinary growth points derived from environmental changes, such as smart libraries, digital humanities, and data governance, while paying greater attention to major

emergencies and national strategic needs, including health informatics, intelligent information services for technological innovation, and digital inclusion and accessibility. The academic community boasts distinguished scholars such as Wu Weici, Ma Feicheng, and Feng Huiling, who have made significant achievements in their fields. Academic output has been impressive, with domestic scholars publishing over ten thousand papers in the Web of Science Core Collection under the “Information Science & Library Science” category, surpassing one thousand papers annually since 2019, mainly in journals such as *Scientometrics* and *Information Processing & Management*. In the last five sessions of the Ministry of Education’s Outstanding Achievement Awards in Humanities and Social Sciences, the discipline won 5 first prizes (with two sessions having no recipient), 29 second prizes, 35 third prizes, and 6 youth achievement awards (newly established). Between 1997 and 2022, nearly three thousand projects were funded by the National Social Science Fund, with annual approvals exceeding two hundred in 2021.

2.3 Steadily Improving Social Service

As a social science with practical characteristics, information resources management serves society through participation in social development surveys and planning, provision of consultation reports and decision support, establishment of industry-academia-research cooperation, and delivery of social training programs, demonstrating its social engagement and contribution. Institutions such as the National Science Library of the Chinese Academy of Sciences, Wuhan University School of Information Management, Nanjing University School of Information Management, and Renmin University School of Information Resource Management have contributed wisdom to government decision-making and enterprise development, earning widespread recognition. According to statistics, archives science research results were adopted by various institutions over 60 times during the 13th Five-Year Plan period. Industry-academia-research cooperation continues to develop, represented by centers such as Wuhan University’s Information Resource Research Center and Nanjing University’s Chinese Social Sciences Citation Index Center, with cooperation models focusing on resource sharing, platform co-construction, and technical exchange and development. Social training programs are diverse and colorful. For example, Renmin University’s School of Information Resource Management offers specialized training in public safety and emergency management, digital economy and industrial interconnection, and Chinese wisdom and humanistic literacy, while Wuhan University’s School of Information Management divides its training into 13 directions including information resource management and services, library management, and competitive intelligence, contributing to the cultivation of social information resource management talents.

2.4 Glorious Traditional Thought and Practice

Since ancient times, China has engaged in the organization, collection, and preservation of books and documents, producing extensive theoretical reflection and practical activities on document resource management driven by government and social cultural needs. For instance, Xiang Xiu's *Bielu* and *Qilüe*, the progenitors of Chinese bibliography, represent not only the world's earliest bibliographic monographs but also the world's first book classification system. Additionally, Confucius's compilation of the "Six Classics" proposed the principle of "transmitting but not creating"; Chen Shou's *Records of the Three Kingdoms* embodies archival thought through its "fixed chapters" structure; Zheng Qiao's *Tongzhi · Jiaoqianlue* and Zhang Xuecheng's *Jiaochou Tongyi* respectively emphasize that "once categories are divided, scholarship becomes clear" and "distinguish scholarship and examine origins." Frequent ancient military activities also produced influential intelligence concepts, such as *The Art of War*'s "know yourself and know your enemy," *Guanzi*'s emphasis on "comprehensive knowledge of the world," and *Guiguzi*'s advocacy of "covert planning and winning without conflict." In modern times, despite the trend of learning from the West, outstanding scholars emerged in library science (Hong Youfeng, Liu Guojun, Du Dingyou) and archives science (Mao Kun, Wang Chongmin, Yao Mingda), integrating Eastern and Western cultures and accumulating profound research results and practical experience, collectively laying a foundation for innovation in information resources management with Chinese characteristics. These excellent traditional thoughts and practices constitute an inexhaustible driving force for constructing an independent knowledge system for contemporary information resources management.

2.5 Deepening Exploration of Disciplinary Knowledge Systems

Chinese scholars in library, information, and archives science have actively explored the knowledge system of information resources management. Some scholars limit their discussion to second-level disciplines, with corresponding achievements in library science, information science, and archives science. Taking library science as an example, systems include a "dichotomy" of theory and application, a "trichotomy" that separates specialized or technical library science, and a "quadratic" model that further separates comparative library science. Other scholars approach the issue from the first-level discipline perspective. For instance, Wang Xuedong divides the disciplinary knowledge system into theoretical and applied technical categories, describing their branch structures and lower-level frameworks. Additionally, since information resources management existed as an independent discipline before the renaming of the first-level discipline, some scholars began examining its disciplinary system earlier. Li Yuelin divides information resources management into theoretical and applied disciplines, with the latter encompassing applied methods and practical fields. Wang Liqing analyzes dimensions for constructing the disciplinary system, suggesting approaches based on management objects, management processes, or

traditional disciplinary architectures. These perspectives offer valuable insights for constructing an independent knowledge system for information resources management.

3 Challenges: Constraints on Constructing an Independent Knowledge System for Information Resources Management

Currently, the discipline of information resources management is at the intersection of renaming and environmental change, with the construction of an independent knowledge system influenced and constrained by both internal contradictions and external pressures, making it a task that cannot be accomplished overnight.

3.1 Intensifying Internal Contradictions in Disciplinary Development

Despite long-term achievements, problems in professional education, academic research, and social service hinder the formation of an independent knowledge system. Disciplinary professional education faces hidden crises, failing to keep pace with knowledge updates and social demand changes, raising concerns about enrollment and employment. Since 2016, the Ministry of Education has dynamically adjusted, revoked, or added disciplinary points six times, involving up to 90 changes across undergraduate, master's, and doctoral levels. Insufficient disciplinary identity and belonging have weakened confidence in constructing an independent knowledge system. Although academic research output has grown steadily, its international impact remains weak. Long-term “bringing in” has created dependence on foreign theories, leaving Chinese scholars immersed in an atmosphere of imitative innovation with insufficient endogenous motivation for independent innovation. As interdisciplinary integration strengthens and academic camps divide into “academic school” focusing on theoretical methods and “institutional school” focusing on practical services, disciplinary positioning and business scope have become blurred, leaving knowledge elements in a chaotic state. Social service remains relatively weak, primarily serving universities, libraries, archives, museums, and related entities, lacking long-term stable mechanisms for industry-academia-research cooperation and offering narrow audiences for social training.

3.2 Multiple External Pressures Impacting Disciplinary Development

Multi-source external pressures further complicate the construction of an independent knowledge system. First, the environment has undergone profound changes. The popularity and application of big data, artificial intelligence, cloud computing, and virtual reality impact information resources management, which has natural connections with these technologies, inevitably affecting its independent knowledge system. Simultaneously, deepening interdisciplinary integration with computer science, management, medicine, and other disciplines may interfere with disciplinary positioning, dilute distinctive features, and intensify

marginalization risks, potentially causing the construction of an independent knowledge system to deviate from its intended direction. Second, the state has imposed higher requirements, demanding contributions to top-level designs such as innovation-driven development, cultural 强国 strategy, and digital China construction, including advice on scientific and technological evaluation, public culture, digital memory, and data governance. This raises issues regarding the alignment between the independent knowledge system and national development needs. Third, regarding social recognition, public perception of the discipline remains stereotypical, disciplinary attractiveness is declining, and a disconnect exists between talent cultivation and social needs. Since the ability to serve society based on disciplinary knowledge constitutes an important indicator of knowledge system autonomy, these issues pose significant challenges.

3.3 The Long Road Ahead for Independent Knowledge System Construction

Constructing an independent knowledge system for information resources management is both a task and a responsibility, as well as a fundamental guarantee for the discipline's long-term stability. However, this construction is a comprehensive, long-term, and systematic task that cannot be accomplished overnight. It must withstand the tests of time, disciplinary competition, and global challenges. An independent knowledge system is built upon the exploration and practice of generations of library, information, and archives scholars, reflecting the connections and context of core disciplinary knowledge. Currently, China's information resources management knowledge system remains incomplete and imperfect, with insufficient emphasis on macro-level grasp and unified understanding of the first-level discipline knowledge system and inadequate representation of emerging fields such as electronic records management, data science, and digital humanities. Compared with inheriting and developing excellent traditional Chinese library, information, and archives management thoughts and practices, the discipline has been more enthusiastic about following Western knowledge systems, influenced by trends such as SCI supremacy and paper-only evaluation, resulting in problems like neglecting indigenous originality and lacking Chinese characteristics. The first-level discipline has just been renamed, requiring reconsideration of its connotation and extension, disciplinary system, and talent cultivation system, which involves both time costs and tests the tacit understanding of the academic community, increasing the difficulty of constructing an independent knowledge system.

4 How to Promote: Construction Strategies for an Independent Knowledge System in Information Resources Management

Constructing an independent knowledge system for information resources management is a complex systematic project. Focusing on its key characteristics helps identify directions and goals, establishing construction principles facili-

tates faster and better implementation, and clarifying construction paths provides specific measures.

[Figure 2: see original paper] Construction Strategies for an Independent Knowledge System in Information Resources Management

4.1 Focusing on Key Characteristics of an Independent Knowledge System

An independent knowledge system for information resources management should possess not only basic characteristics of traditional knowledge systems—such as purposefulness, systematicity, integrity, abstraction, and scientific nature—but also distinct subjectivity, frontier nature, and inclusiveness.

4.1.1 Subjectivity “Subjectivity” refers to the position of China’s information resources management discipline within the world’s disciplinary knowledge systems, embodying a sense of ownership in disciplinary construction and practical experience in important fields, and reflecting traits of autonomy, agency, and creativity, manifested through strong discourse power. The discipline suffers from an overabundance of imported concepts that severely encroach upon the living space of indigenous innovations. Therefore, enhancing subjectivity requires first localizing imported products through transformation and innovation to solve China’s practical problems. Second, through independent research, organized scientific research, and interdisciplinary collaboration, the discipline should strive for more breakthrough and disruptive achievements in information resources management, cultural services, and sustainable development to strengthen its confidence and substance in constructing an independent knowledge system, forming a Chinese-style disciplinary knowledge system. The transformation effectiveness of scientific achievements directly relates to domestic productivity levels and international market competitiveness, closely connecting with solutions to various social needs, so strengthening subjectivity must also emphasize the integrated application of relevant technological achievements and their theoretical sublimation.

4.1.2 Frontier Nature An independent knowledge system for information resources management should fully embody frontier nature, containing the era’s characteristics of disciplinary development. It must present core knowledge from relatively mature research fields while providing signals regarding future development trends and emerging research areas. Limiting the system to the former would introduce lag, rendering it lifeless, uncompetitive, and unable to lead, insufficient to support “independence.” Construction plans cannot simply copy knowledge systems from other countries or related disciplines, nor can they merely repackage old content with new terminology. Instead, they must strengthen the extraction of signature concepts for information resources management, forming new concepts, categories, and expressions that the international community can understand and accept. By centering on the disciplinary

core of information and data, the system should timely incorporate emerging research methods and technological achievements, emphasize the transformation of original frontier theoretical knowledge, continuously iterate and update systematic disciplinary knowledge, and maintain sufficient sensitivity to frontier topics to achieve true independence.

4.1.3 Inclusiveness Inclusiveness encompasses both internal inheritance and development and cross-disciplinary integration with other fields, representing two dialectically unified aspects of independence and inclusiveness. Traditional directions such as library science, information science, and archives science, along with their core knowledge, constitute the basic skeleton and main thread of the independent knowledge system, while emerging and interdisciplinary fields derived from them—such as information analysis, data science, and public cultural services—continuously inject fresh blood. Therefore, the system must balance both, inheriting and developing traditional content while continuously exploring emerging themes and actively embracing new technologies and methods. In terms of integration with other disciplines, information resources management maintains an open and inclusive attitude, cooperating with numerous disciplines to create new growth points such as information resources management, digital humanities, and data science, which also promotes interdisciplinary integration. This knowledge innovation arising from openness and inclusiveness should be manifested in the independent knowledge system of information resources management.

4.2 Establishing Construction Principles

4.2.1 Combining Chinese Position with Disciplinary Position Since theories, methods, and technologies in the discipline originate from abroad, domestic academic research has developed dependence on Western research results and platforms, lacking representative original achievements. Theoretical development has failed to achieve major breakthroughs or gain deserved international discourse power. To construct an independent knowledge system, information resources management must adhere to the Chinese position, confront and reflect on the problem of weak indigenous research consciousness, target higher requirements proposed by national development, and actively track major Chinese realities and hot issues such as public cultural services, technological innovation, national security, and information poverty, gradually forming an information resources management discipline with Chinese characteristics to have its own stories on the international stage rather than continuing to follow and imitate. Due to the impact of the first-level discipline renaming and the blurring of disciplinary boundaries, information resources management must further clarify its disciplinary position, highlight its distinctive characteristics and core competitiveness, and generate greater disciplinary influence.

4.2.2 Integrating Theoretical and Practical Innovation Promoting dual innovation in theory and practice helps stabilize and sustain an independent

knowledge system, while a mature independent knowledge system will generate more new theories to guide practical innovation. Information resources management must walk on both legs of theory and practice to address different voices in disciplinary development. Contradictions such as theory failing to meet needs, theory being unable to land, and practice being difficult to produce theory have hindered high-quality disciplinary development and the construction of an independent knowledge system. The main reasons are that the status quo of insufficient indigenous original theories has not changed, and Western theories have long dominated professional education and academic research. Moreover, the discipline's overall innovation vitality in theory has clearly declined, with few major original theories proposed in recent years. Continuously advancing theoretical innovation in frontline practice and practical innovation guided by frontier theories to form a positive interaction between theoretical and practical dual innovation will promote the improvement of theoretical research quality and social practice levels, gradually resolve internal disciplinary contradictions, and maximize the independence of the discipline's knowledge system.

4.2.3 Aligning Problem Orientation with Demand Orientation First, clarifying the context of constructing an independent knowledge system for information resources management requires in-depth study of why and how to construct it, accelerating the blueprint for construction, and actively offering suggestions for effective implementation. Second, the main content of the independent knowledge system should help solve practical needs and real problems in China's and the world's informatization, digitalization, and intelligentization processes. This is the primary pathway to escape declining social influence and enhance disciplinary competitiveness. Only by actively embracing and responding to major social realities and cultural needs can information resources management create more frontier theoretical achievements and consolidate the foundation of its independent knowledge system. Simultaneously, extending the breadth and depth of social service enables the discipline to gain greater social recognition, thereby improving the enrollment and employment environment. A disciplinary knowledge system constructed detached from problems and needs would be like a crumbling dangerous building, and the absence of an independent knowledge system as the backbone would lead information resources management toward decline.

4.3 Clarifying Construction Paths for an Independent Knowledge System

The key to constructing an independent knowledge system for information resources management lies in addressing the question of “breaking” and “establishing.” “Breaking” fundamentally means dismantling the subservient apprentice state, while “establishing” involves forming consensus on disciplinary development positioning, emphasizing the excavation of historical essence, facing service and the future, strengthening integration and cooperation with related disciplines, and promoting balanced development of the “three systems.”

4.3.1 Accelerating the Dismantling of Apprenticeship Thinking The focus and difficulty in constructing an independent knowledge system lie in embodying autonomy, demonstrating Chinese characteristics, style, and 气派 in disciplinary, academic, and discourse systems. This cannot be simply understood as merely adding some Chinese elements or using some Chinese discourse to the existing knowledge system, nor can it mean completely abandoning excellent foreign thoughts and practices. Rather, it requires dismantling the current situation where Western knowledge systems occupy a dominant position. Imitation and following can no longer meet the current development needs of the nation and discipline. The craze for learning from the West emerged when the disciplinary foundation was relatively weak, and the introduction of Western theories and practices served as reference and inspiration for disciplinary integration and construction. However, as the discipline enters a new development stage, a paradigm shift in thinking is needed. Western discourse-dominated knowledge systems are ill-suited or have blind spots in addressing China's practical problems. Forging a high-quality development path that combines disciplinary characteristics with Chinese features is an important guarantee for China's information resources management discipline to stand firm among world disciplines. Accelerating the elimination of imitation chaos, bidding farewell to Western centrism, emphasizing the localization of imported products, and enhancing the discipline's contributions to the nation, world, and era will enable China's information resources management discipline to enter the international 视野 and gain greater international discourse power.

4.3.2 Strengthening Consensus on Disciplinary Development Identifying the development positioning of information resources management is a key link in constructing an independent knowledge system, directly determining whether the knowledge system can achieve independence and originality. Disciplinary positioning acts as a "commander" in the construction process, guiding the discipline to focus on its "main business." Under the impact of emerging technologies, information resources management shows a trend of being misled by technology, and expanding business too broadly may trap the discipline in a predicament of being broad but not strong, extensive but not refined, making it difficult to construct an independent knowledge system. Some scholars in library science, information science, and archives science believe the discipline faces risks of being replaced, merged, marginalized, or even eliminated. The crux lies in blurred disciplinary positioning under internal and external influences, gradually diluted disciplinary characteristics, and emerging signs of weakened competitiveness. Currently, information resources management is in a transitional period of renaming, providing an opportunity to adjust its positioning. By temporarily shelving renaming controversies, deeply considering future development directions and priorities in light of the era's background and national needs, strengthening internal dialogue and exchange, and accelerating the formation of disciplinary development consensus, the discipline can prevent losing its sense of boundaries in interdisciplinary integration.

4.3.3 Emphasizing the Excavation of Historical Essence The discipline of information resources management has produced many excellent traditional thoughts and practices throughout its history, such as bibliography, collation studies, and abstract studies, which have formed good research traditions in library science, information science, and archives science. However, due to insufficient inheritance and development, these valuable autonomous materials are scattered throughout disciplinary history. Since the Qing Dynasty, some pioneers actively introduced foreign theories and thoughts on library science, information science, and archives science, broadening research 视野, but under the atmosphere of “Western learning spreading to the East,” some scholars gradually deviated from their original intention of learning and reference, began to pursue Western literature, theories, and discourse, and neglected the development of indigenous original information resources management theories, submerging some autonomous and forward-looking concepts, methods, and practices in the Western torrent. Without these original achievements, the autonomy of the disciplinary knowledge system would be greatly compromised. Excavating buried autonomous materials from disciplinary history, experience, and practice, systematically organizing and innovatively developing them to integrate into the existing knowledge system, and allowing China’s excellent traditional thoughts and practices to shine again constitute both the basic requirement for preserving the discipline’s origins and an important source for nourishing its independent knowledge system.

4.3.4 Facing Service and the Future Information resources management has focused on different concerns at various development stages but has always centered on “service,” with the logic that resources are the foundation, technology is the means, and service is the purpose. From serving royal families in ancient times to meeting the needs of public libraries, information institutes, and archives in modern times, and then to enhancing national digital literacy and responding to major national strategic needs in the new era, service objects and scope have gradually expanded, with comprehensive disciplinary strength steadily improving in service. However, in the new technological environment, individuals and organizations have increasingly higher demands for information resources management, the field has begun to emphasize transformation of relevant entities, and international issues such as data governance, public opinion monitoring, cultural inheritance, and smart services urgently require Chinese wisdom and solutions from China’s information resources management discipline. Constructing an independent knowledge system must not only draw nourishment from history but, more importantly, face service and the future, cultivate a forward-looking vision, grasp disciplinary development trends and era demands from a global perspective and Chinese practice, and plan and deploy disciplinary construction priorities in advance. Only then can the discipline express its views and positions on more important issues and enhance the autonomy and frontier nature of its knowledge system.

4.3.5 Strengthening Interdisciplinary Integration and Cooperation

The cross-integration of human scientific knowledge systems is an irreversible fact. It is necessary to further strengthen integration and cooperation with computer science, psychology, data science, economics, military science, and other disciplines. Emphasizing autonomy does not mean rejecting exchange and cooperation between disciplines; rather, it requires strengthening such relationships, which can improve efficiency on the one hand and better demonstrate disciplinary status and value through exchange and dissemination on the other. Using disciplinary boundaries as an excuse for self-limitation will exacerbate the trend of declining competitiveness, and information resources management itself possesses interdisciplinary characteristics. Only by conforming to the trend of interdisciplinary integration can the discipline capture new growth points and enrich the content of its independent knowledge system. For example, with support from computer science, traditional humanities research has moved toward digital humanities, and library construction has advanced toward intelligence and digitization, deepening research on traditional disciplinary themes. Furthermore, through dialogue and exchange, learning from other disciplines' strategies and experiences in constructing independent knowledge systems can help accelerate the progress of this discipline's construction. However, when enjoying the benefits of interdisciplinary integration, the discipline must guard against "cultivating others' fields while leaving its own land barren," otherwise information resources management that has lost its roots and foundation will eventually be swallowed by other disciplines, making the construction of an independent knowledge system an unattainable hope.

4.3.6 Promoting Balanced Development of the "Three Systems" The construction of an independent knowledge system for China's information resources management cannot be separated from the balanced development of its disciplinary, academic, and discourse systems, with the "three systems" providing theoretical foundation and support for the independent knowledge system. The disciplinary system is the foundation, including disciplinary settings, specialty divisions, curriculum systems, textbook systems, and social contributions, determining the scope of the independent knowledge system. The academic system is the core, encompassing basic theories, research fields, technical methods, academic monographs, and academic organizations, relating to the content and framework of the independent knowledge system. The discourse system is the key, covering research objects, concepts and terminology, academic conferences, professional journals, and academic platforms, both testing the construction effectiveness and embodying the connotation of the independent knowledge system.

Greater efforts must be made to promote the construction of the "three systems," focusing on talent cultivation, continuously optimizing disciplinary settings and layouts, striving to develop more high-quality teaching resources, emphasizing the upgrading of talent cultivation systems, enhancing graduate employment competitiveness, and improving social service capabilities. The

academic system should be enhanced through continuously producing original theoretical achievements, actively exploring frontier research fields, emphasizing technical method improvements, accelerating the cultivation of high-level scientific research results, and building academic communities. The discourse system should be strengthened by improving the ability to extract concepts and terminology, facing major national strategic needs, strengthening academic thought inheritance and dissemination, deepening interdisciplinary integration, and expanding discourse media and platforms. Currently, the discipline exhibits asynchronous development in the “three systems,” failing to establish good interactive relationships. For example, while research results on reconstructing disciplinary and knowledge systems continue to increase, textbook and curriculum construction remain relatively lagging. Although the quantity of academic achievements has steadily increased, even surpassing the United States in publications in some important international journals, disciplinary competitiveness and discourse power remain weak. Therefore, greater attention must be paid to synchronized progress among the “three systems,” as only their balanced development can form synergy to promote high-quality disciplinary development.

[Figure 3: see original paper] Specific Measures for Promoting Balanced Development of the “Three Systems”

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Note: Figure translations are in progress. See original paper for figures.

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