Intellectual capital and research trajectories of the teachers of the Sociology Faculty of the Santo Tomás University (Bogotá, Colombia)

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Abstract:

This article, through a simple exercise in bibliometrics, analyzes the intellectual capital and draws the research trajectories of the 21 teachers who were part of the Sociology Department of the Santo Tomás University (Bogotá, Colombia) in the first half of the year 2018. The conclusions show us a team of young researchers, which deals with 124 fields of study and in which the qualitative methodology prevails.

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1.- Justification and approach.

The current academic management logics establish a series of ranges, criteria, accreditations, recognitions and scores when analyzing, measuring and systematizing the research dynamics that are developed in the universities. These logics, which respond to technical and objective criteria, work based on temporary observation ranges (calls, observation windows, projects or academic semesters, for example), which do not include human and subjective aspects. In addition, the unit of measurement is usually the individual researcher or the sum of them, leaving aside the consolidation, not so much of research groups or departments, but work teams.

For these reasons, this article aims to analyze the research trajectories of teachers of the Sociology Faculty of Santo Tomás University (Bogotá, Colombia), in a global manner and not confining itself to administrative or temporal criteria, but only to purely academic aspects and intellectuals.

The final goal of this research and systematization exercise is, beyond showing a consolidated product, to be able to trace the investigative trajectories of the faculty of the Sociology Faculty of Santo Tomás University, based on articles, theses, books or book chapters published. To achieve this goal, part of the theoretical categories of analysis that are listed in the title of this article are the intellectual capital and research trajectories.

The intellectual capital, is a concept that is recently applied in the framework of business organizations, especially since the nineties. However, beyond its implications in the productive models, it is also a construct that, in strict sense, is also applicable to the academic field. In fact, some researchers have done so in Colombia (González, J.J. and Rodríguez, M. 2010) or in Mexico (Nava-Rogel, R.M. and Mercado-Salgado, P. 2011). For example, the German economist Friederich List is usually considered the creator of the first definition, in the sense of the result of the accumulation of discoveries, inventions, improvements, refinements and efforts of all the generations that have preceded us (List, F 1841). As you can see, this statement fits perfectly with the first paragraph of this article, which explained that it is about overcoming the temporary measurement windows that are handled in academic environments, with the intention of mapping the process of accumulation and generation of knowledge by a teaching team.

In recent times, intellectual capital is defined as one of the "intangibles" of organizations, in the form of knowledge and experiences that allow generating growth, recognition, efficiency and stability in them (Brooking, A. 1996; Bradley, K 1997, Stewart, TA 1997 and Sveiby, K. 1997). Already in the 21st century, this general definition is pointed out, adding aspects such as the crucial role of intellectual capital when generating social and economic value (Molberg-Jorgensen, K. 2006) or the fact that the intellectual capital of an organization it is its own and distinctive, that is, it is not transferable or substitutable by other resources (Kristandl and Bontis, N. 2007). Applying these aspects to the School of Sociology of Santo Tomás University, it is being considered that the teaching team that is to be analyzed has a particular research trajectory that, by coinciding temporally and spatially, generates a specific intellectual capital, which it would be transformed, for example, in the way of proposing the academic spaces of research methodologies, in the definition of research lines, in the creation of research groups and

seedbeds, and even in the way of orienting research projects that they are currently being developed.

In addition, it would be considered that this intangible wealth that the Faculty possesses is not divisible or transferable; that is to say, that teachers, individually, are not depositaries of that intellectual capital, but they are collectively and precisely because of forming a concrete academic community. In short, it would not be just the accumulation of personal knowledge, but the practical interpretation of it that is done in a shared way (Roos, G. Bainbridge, A. and Jacobsen, K. 2001, define intellectual capital in this sense).

Regarding the trajectories of research, it is a more diffuse and ambiguous category, which is usually applied individually (Conn, V. 2004) or to formally established research groups (Hamuy, M. 2010a and 2010b). The analyzed studies define the stability in the research and teaching, as well as the maturity and emotional stability, as axes on which the research trajectories are formed that, as a final result, end up generating individual and group identity as a researcher. In this case, in addition, the generation of community identity in terms of research processes, as a faculty, would be added.

Finally, as a result of the hybridization of the two categories proposed (intellectual capital and research trajectory), it would be possible to coin the "knowledge community" as a hypothetical emerging category of this analysis.

2.- Methodology.

In order to consolidate the research trajectories of teachers of the Sociology Faculty of the Santo Tomás University and to investigate how they consolidate, or not, an intellectual capital and generate, or not, a community of knowledge, the bibliometrics technique has been applied. , understood as the calculation and analysis of the values of what is quantifiable in scientific production (Spinak, E. 1996).

To carry out the analysis, the teaching staff hired full-time or part-time in the 2018-1 semester was taken as a reference, both from the undergraduate program in Sociology and from the Master's Program in Development Planning. As a source for the obtaining of the scientific production of the teachers, the use of Colciencias's CvLac or the minutes of the internal processes of the Faculty were valued; However, Google Academic was finally taken as a reference, based on accessibility criteria and bearing in mind that, by having automatic indexing processes, it probably includes a wider range of academic production. In addition, the research products were considered as a unit of measurement of the intellectual capital of the Faculty, understanding them as the backbone of other teaching activities or social projection and as a result of a career of experiences and training.

With these criteria, the profiles of Google Scholar, of 21 teachers, 11 women and 10 men, were analyzed in the week of March 5 to 9, 2018, totaling 93 research products published between

2005 and 2018 (with the only exception of a document published in 1989). After having these data, to guide the elaboration of the results we have had some of the main laws of bibliometrics (Ardanuy, J. 2012), as the "Law of productivity of the authors", according to which most of the articles come from a small portion of highly productive authors; the "Law of dispersion", according to which a core of magazines concentrates most of the quality production of a discipline and, finally, the "Law of exponential growth", according to which after 10-15 years is achieved a peak of academic productivity, which is then maintained over time.

3.- Results..

3.1.- Years of publication

The academic production of the teachers of the Faculty of Sociology of the University Santo Tomás can be divided into 3 major stages.

A first stage, which we could call "preparation", corresponds to the years between 2005 and 2011. In it, 26% of the products that are the result of the research processes prior to postgraduate training are concentrated (for example, Gamba, A. 2006, de la Rosa and Moreno, LM 2006, Sánchez-Arismendi, A. 2008, Idrobo, J. 2010a and 2010b) or a first cycle of master's and doctorate training (for example, Aliaga, F. 2006a, 2006b, 2006c, Torres Ruiz, AC 2007, Tinel, FX 2008, Sáenz, H. 2010a and 2010b and Urra, M. 2010).

A second stage of academic production, which we could label as "consolidation", is concentrated between 2012 and 2015, with 48% of the total. These years coincide with those of completion of the masters and doctorates of the majority of the teaching staff, so that the products are the result of these processes of postgraduate training (for example, theses and their corresponding articles, as is the case de Idrobo, J. 2012 and 2013, Leiva, A. 2012a and 2012b, Acosta, C. 2012a and 2012b, Narváez, G. 2012a and 2012b, de la Rosa, L. 2012 and 2015, Salazar, V. 2014; , A. 2013, Jaime, E. 2013, Varón, DC 2014, Acosta, C. 2015: Sáenz, H. 2015 or Cuesta, AM 2015). Meanwhile, teachers who had already completed their postgraduate studies, continue with an important research work.

Finally, we would find a stage that could be classified as "take-off", which covers from 2016 to the present, where the entire teaching staff has already completed their postgraduate studies, is working at the Santo Tomas University and publishes the products of own research projects. In this period, 26% of the academic production is concentrated, with the proviso that it would be a stage that is still open and which has many years ahead.

With these three stages and, as it was said, taking into account that the third one is just beginning, the Faculty would be in line with the Law of Exponential Growth cited above. In addition, according to this same law, more or less one third of the teaching staff would be entering its stage of maximum productivity (those who completed their postgraduate courses before 2010) and the other two thirds would still be in the absence of between 4 and 8 years to reach its maximum level.

3.2.- Types and places of publication.

Regarding the types of publication, the articles stand out, with 67% of the total; followed by books with 9% and book chapters with 7%. On the other hand, we found 7% of doctoral theses, 6% of master's theses, 2% of papers and 1% of undergraduate theses.

As for the places of publication, books and book chapters have been hosted in university publishing houses. As for the articles, the picture is more complex, since 45 journals have hosted the research products. Among these, stand out *Aposta* (international digital magazine of social sciences) and *Territories* (Edited by the Faculties of Political Science and Government and International Relations of the Universidad del Rosario) with 4 articles each; *Leaves and Speech* (Journal of Social Sciences of the Monserrate University Foundation) with 3 articles and *Trends and Challenges* (Journal of Social Work of the University of La Salle), *Journal of Political and Sociological Research* (of the University of Santiago de Compostela) and *Criteria* (), with 2 articles each. With these data, the Faculty would comply with the Law of Dispersion enunciated previously, since the specific production is concentrated in a very specific group of journals and the rest has a great expansion.

In terms of quality, of these 45 journals, there are 26 (representing 58%) that are categorized and indexed in national and international reference models, according to the table shown below:

Table 1: Category of journals

Index	Number of journals	% of total
CIRC B	8	31%
CIRC C	7	27%
Publindex B	6	23%
Publindex C	1	4%
Scopus pendiente de clasificación	2	8%
SCOPUS Q3	1	4%
SCOPUS Q4	1	4%
TOTAL	26	100%

Source: self made

In this way, 3 large groups could be formed, led by publications in category B of Publindex and CIRC, which would add up to 54% of the total number of articles; followed by publications in category C of Publindex and CIRC, which would reach 31% and, finally, an emerging group of 16% of SCOPUS publications (Ferrerías, A. et.al. 2010, Leiva, A. 2012a and 2012b and Aliaga, F. et al., 2017)

3.3.-Topics addressed

With regard to the issues addressed by the faculty, we must begin by noting that 124 fields were found, bearing in mind that some documents worked on two subjects. With this clarification, city, armed conflict and social imaginaries account for 29% of production. Then, there is a large group of topics such as Latin American ontology, social work, afro studies, migrations, sociological theory, housing, culture, history, planning, human talent, territory, politics, anthropology, justice, research methodologies, music and technology. , which account for 53% of the total. The 19% that groups minority themes deals with art, well-being, communities, dance, development, sustainable development, displacement, disability, social economy, education, philosophy, gender, geopolitics, organizational management, youth, media, social movements, participation, poverty, public policies, refugees, religion and corporate social responsibility.

Applying to these issues the Law of Dispersion, we see that it is also true, in the sense of finding a strong thematic core in the city, armed conflict and social imaginaries, surrounded by other broader thematic circles. Being a faculty of sociology, it is no wonder this dispersion of issues, since social problems are complex and weave a dense network of topics from which to address

them.

3.4.-Methodologies

Regarding the methodologies used, the documentary review and archive work stand out with 49% of the total products. They are followed by combined qualitative methodologies (for example, interviews plus focus groups) with 18%, quantitative methodologies such as the survey or database analysis with 11% and ethnography with another 12%. As minority methodologies we find the case study with 4% (Arismendi, A. 2008, 2015 and 2016), reflection articles with another 4% (Aliaga, F. 2005, Torres, A. 2007 and Tinel, FX 2015), mixed designs with 3% (Torres, C. 2009 and 2013; Sáenz, H 2010) and 1% experimental designs (Ferrerías, A. 2010).

In addition to these methodologies, it is important to note that 74% of teachers published individually and 26% as a result of teamwork.

3.5.-Impact

The impact of the analyzed publications can be calculated from the citations of the documents or with the h and h10 indexes of the researchers.

As for appointments, google academic collects 37 documents cited (40% of the total), which add 149 citations (this would yield an average of 1.6 citations per global document and an average of 4 citations per document cited at least once).

Regarding the indexes, 13 teachers (62%) have a h index and 3 teachers (15%) have a h10 index.

4.- Conclusions

It is possible to present three major conclusions of this analysis.

The first is related to the intellectual capital of the Faculty of Sociology. It is not surprising that we are a "qualitative faculty", when almost 80% of teaching production has been under these methodologies. Equally, it is not surprising that we are a "restless faculty", where multiple topics are worked on institutional research projects, personal or thesis of the students, when the production of teachers covers 124 different fields. These two facts lead us to conclude that we are a faculty that interprets sociology from the search for the meaning of very diverse social facts.

The second one has to do with research trajectories. We are a young team, which is reaching a degree of maturity and which, with stability and confidence, is close to reaching high academic productivity quotas (teachers in the consolidation and take-off stages account for 74% of the total).

The third, as a sum of the previous ones, evidences the process of construction of a knowledge community made up of the faculty's teachers. In this sense, methodologically, it would be very interesting to continue this study with the latest network analysis tools, to connect the people with whom the teachers wrote an article or book, the colleagues or professors they have had, the universities where they studied, other universities or groups where they have worked, etc. (A good example of this network analysis can be found in Cárdenas, J. 2017).

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