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**Abstract**

This article depicts how faculty members at Mexican higher education institutions have been prepared in order to assume their professional responsibilities. It relies on three elements: First, a secondary analysis of a national faculty survey composed of 3,861 faculty members from 65 institutions; second, 34 interviews conducted in eight higher education institutions; third, a primary analysis of an institution faculty survey in a public autonomous university. Results are presented regarding the following issues: first, the central traits of anticipatory or formative in-site faculty socialization; second, the changes in the highest degree faculty obtained at entry into academic life as compared to the obtained degree at the time of the survey; third, the formative time patterns during faculty's higher education training, fourth, the conditions of study under which faculty members obtained their graduate degrees; and fifth, the academic inbreeding phenomenon. (HRK / Abstract übernommen)

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