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Educational challenges and ethical dilemmas in time of academic capitalism: is "expanded professionalism" a solution for a sustainable and inclusive society?

In today's world universities have different responsibilities and obligations. Not only that they have to be key platforms for research and knowledge production, together with its pedagogical, educational aim to educate future professionals, but they are more and more asked to participate in social and economic development while achieving its own sustainability (creating programmes that can be "sold" on the world educational market). These demands are often contradictory especially if university development and its strategies are fostering programmes "guaranteeing" employability, focusing on skills training. Curricula for employment or for present day needs neglect learning outcomes that are oriented toward critical thinking and educational needs of communities and individual students that are related to their own context and environment.

New words like benchmarks, social inclusivity, entrepreneurialism, sustainability create framework that imposes different values in both, academic and continuous professional development. Entrepreneurialism is often seen and demanded as "expanded professionalism" (Elia, September 2017) for all academic graduates as a key skill that they should bring in future professional life, the only skill that would help local development and its social sustainability. Responsibility for employment is transferred from public bodies and private companies to young professionals, artists and teachers, engineers and physicians that are now educated to be entrepreneurs in their domains. But, if the education is limited to foster skills and behaviors that are desirable in this moment, other values, mostly linked to humanities and arts education, are neglected in spite of the fact that there is no way to understand future without understanding of the past, and not real entrepreneurial initiatives are possible if student is not trained to understand contextual changes not only of today but also of future.

This paper starts with hypothesis that contemporary educational practices and research are under strong public policy influences, limiting university's autonomy and limiting diversities in approaches that are needed for different sociocultural contexts. In present globalized world, universities are looking more and more to compete with each other, not to develop itself according to their values

and needs. A critically engaged university is the one that should be proactive in creating new debates and discovering new challenges within globalized but still diversified world. In this respect, teachers' training is the most difficult part of university education as it is crucial for the future life of the community offering values, concepts and tools to those professionals that are going to be in the "battleground" – mediating ideas of the past (*community culture of memory*), discussing present day challenges and ideas for the future – educational perspectives to young ones.

Teachers are key social and cultural agents in society that is changing so quickly in its demographics, attitudes, and policy orientations. Even the facts about the past have to be reinterpreted and recontextualized, often by using participative research methods, social discussions, public debates questioning societal norms, ethical controversies.

Thus, not only human rights but also social justice, has to be part of these discussions, as well as numerous questions that are coming with new migrations and other global challenges, while schools and universities have to find ways to refuse different pressures of the "cultures of management" (Protherough and Pick 2002:49) that would make their organization more marketable, profitable and efficient. Because of that, teachers' training and their continuous professional development had to provide opportunities to remix the knowledge (Lessig 2004) in the age of access (Rifkin 2000), knowledge that is created by multiple social agents in all sectors overcoming disciplinary boundaries and bringing ideas "in from the margins". That would be the only way of educating new educational professionals that will be capable to link research and teaching practices, always challenging and questioning present paradigms and imposed frames – acting in a public interest and against "academic capitalism" (Dragićević Šešić 2017).