

## **STATEMENT FOR THE EMAC POSITION OF VICE-PRESIDENT EDUCATION AND PROFESSIONAL DEVELOPMENT**

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### **Your EMAC Experience (50 words) (years of membership at EMAC, Your contribution, activities involved)**

I've been a member of EMAC since 2011 and have contributed mainly to doctoral education. I co-chaired the advanced Consumer Behavior track at the EMAC Doctoral Consortium in 2013, and I chaired the beginners' CB track for the past six years.

### **Your Personal Bio (100 words) (your professional background – a short C.V.)**

I studied psychology at University of Leuven (2004) before pursuing my PhD in Marketing at RSM Erasmus University (2009 – receiving the EMAC – McKinsey Doctoral Dissertation award in 2010). I joined INSEAD as assistant professor of marketing (2009), before returning to RSM as associate (2014) and later full Professor of Consumer Behavior and Marketing (2017). Improving PhD education has been my passion for years, serving as PhD coordinator in marketing at INSEAD and RSM. Most recently, I served as the Director of Doctoral Education at ERIM, responsible for PhD education at Rotterdam School of Management and Erasmus School of Economics.

### **Your Policy Statement (300 words)**

The road to success for junior scholars has increasingly globalized in recent years. Long gone are the days where people would obtain all their degrees in one institution and then stay at that institution for the rest of their careers. This increased international mobility has led to undeniable advantages in terms of greater cross-pollination of ideas, more diverse networks, research productivity etc., More generally, it has been a great accelerator for talent development. Yet, there are several areas where this transition has created imbalances or where there is room for further improvement to provide maximum opportunities to PhD students everywhere. EMAC could certainly play a useful role in at least three areas:

- 1) Despite the globalization, it is surprising to see that PhD education remains a highly localized affair. Many programs organize specialized PhD courses for classes that have less than 5 students. EMAC could solicit schools who would be willing to open PhD courses to other EMAC students. EMAC could provide a platform, with an overview of courses, fees, entrance requirements etc.
- 2) The globalized job market for tenure-track positions operates according to rules, principles and expectations that are unequally well-understood. Some students (and advisors) know intimately how the international market works; others have much less information. EMAC could help demystifying the process for all.
- 3) Different PhD programs offer unequal opportunities for their students to succeed. There are large variations in duration of funding, research funding and research time between various programs. EMAC could help outlining to institutions which program reforms have the greatest potential to advance the interests and careers of PhD students, while also improving returns on investment for the sponsoring institutions.