

Esta Denton Shah
Carl H. Linder College of Business
2925 Campus Green Drive
Cincinnati Ohio, 45221
(912) 481-0882 (Cell)
shahet@ucmail.uc.edu

EDUCATION

Kellogg School of Management, Northwestern University, Evanston, IL
Ph.D., Consumer Behavior in Marketing, 2015
Kellogg School of Management, Northwestern University, Evanston, IL
M.S., Marketing Research, 2012
Emory University, Atlanta, GA
B.A. Psychology, 2010
Goizueta School of Business, Emory University, Atlanta, GA
B.B.A., Marketing, 2010

EMPLOYMENT HISTORY

1. TENURE-TRACK APPOINTMENTS

Assistant Professor of Marketing – Educator Track, 2016-present, Lindner College of Business, University of Cincinnati, Cincinnati, OH, 45221, USA.

2. OTHER APPOINTMENTS

Post-Doctoral Fellow, 2015-2016, Graduate Research and Instructor, Lindner College of Business, University of Cincinnati, Cincinnati, OH, 45221, USA

HONORS AND AWARDS

| | |
|--|----------------|
| Darwin T. Turner Scholars Program – Faculty Recognition | Spring 2017 |
| Dean’s List of Teaching Excellence, University of Cincinnati | Fall 2015-2016 |
| Harold Grilliot Award, Nomination | Spring 2016 |
| Daniel Westerbeck Junior Faculty Graduate Teaching Award, Nomination | Spring 2016 |

RESEARCH AND SCHOLARSHIP

1. RESEARCH INTERESTS/THEMES

Three inter-related themes in consumer research: *Consumer Behavior* (e.g., judgement and decision making, mental accounting, gift-giving strategies), *Advertising* (e.g., Direct-to-Consumer pharmaceutical strategies, effects on patient health and well-being), *International Marketing* (e.g., Cross-cultural influences).

2. CURRENT RESEARCH ACTIVITIES

a. Papers under Review

Wu, Ruomeng, **Shah, Esta**, and Frank Kardes (2016), “The Struggle isn't Real: How Need for Cognitive Closure Moderates Inferences from Disfluency,” Under Review at the *Journal of Consumer Psychology*.

3. REFEREED CONFERENCE PROCEEDINGS AND PRESENTATIONS

Sojka, Jane, Elliot Manzon, and **Esta Shah** (2017), “Bringing the “Real World” into the Marketing Classroom: Incorporating In-class Experiential Learning throughout the Marketing Curriculum” (Special Session), *Winter American Marketing Association*, Orlando, Florida.

Shah, Esta, Ruomeng Wu and Frank Kardes (2016), “The Struggle Isn’t Real. How Need for Cognitive Closure Moderates Inferences from Disfluency,” Working Paper at the *Association of Consumer Research*, Berlin, Germany.

Denton, Esta and Derek Rucker (2013), “Mentally Accounting For Others: Evidence for Mental Stealing Effects on Purchase Decisions,” Working Paper at the *Association of Consumer Research*, Chicago, IL

Denton, Esta and Derek Rucker (2013), “Mentally Accounting For Others: Evidence for Mental Stealing Effects on Purchase Decisions,” Working Paper at the *Society for Consumer Psychology*, San Antonio, TX

Denton, Esta, Dubois, David, and Derek Rucker (2012), “I’ll Sell That for a Dollar: Interpersonal and Intrapersonal Threats and Possession Evaluation,” Working Paper presented at *Association of Consumer Research*, Vancouver, Canada

Denton, Esta, Dubois, David, and Derek Rucker (2012), “I’ll Sell That for a Dollar: How Social Status Threats Devalue One’s Possessions,” Working Paper presented at *Midwestern Psychological Association*, Chicago, IL

Denton, Esta, Dubois, David, and Derek Rucker (2012), “I’ll Sell That for a Dollar: How Social Status Threats Devalue One’s Possessions,” Working Paper presented at *Society for Consumer Psychology*, Las Vegas, NV

4. INVITED TALKS

Shah, Esta (2015), “Mental Accounting in Modern Day Research: Opportunities for Psychology and Marketing,” Ohio State University, Psychology Department Guest Seminar

5. WORKS IN PROGRESS

Shah, Esta and Derek Rucker, “Mentally Accounting for Others: Evidence for Mental Stealing Effects on Purchase Decisions,” In revision.

Shah, Esta, Dubois, David and Derek Rucker, “The Self as an Anchor of Value: Interpersonal and Intrapersonal Threats and Possession Evaluation,” In revision.

Wu, Ruomeng, **Shah, Esta,** and Frank R. Kardes, “Should I Like Technical Information? The Opposite Effects of Technical Jargon on Consumer Judgments,” Final draft.

Shah, Esta and Derek Rucker, “Retroactive Malleability in Mental Accounting Processes,” Data collection in progress.

Shah, Esta, “Adjusting Mental Accounts adjusts Mental Accounting Strategies,” Data collection in progress.

Shah, Esta, “Don’t think about purchased gifts: The negative effects of thinking about a previous gift choice on gift satisfaction,” Data collection in progress.

Shah, Esta and Josh Beck, “Mentally Accounting for Brand Relationships: Who is Taking Advantage of Whom? A New Framework for Brand-Consumer Relationship Management,” Data collection in progress.

Shah, Esta, “Saving Gift Cards for a Rainy Day: How Mental Accounts Shape Long-Term Valuation and Propensity to Consume,” Data collection in progress.

Shah, Esta, Larson, Lindsay and Luther Denton, “Effects of Interpersonal Construal Level on perceptions of drug efficacy in Pharmaceutical Advertising,” Data collection in progress.

Shah, Esta, Larson, Lindsay and Luther Denton, “Effects of Direct-to-Consumer Pharmaceutical Advertisements on patient well-being and patient-doctor relationships,” Data collection in progress.

TEACHING ACTIVITIES/EXPERIENCE

1. TEACHING INTERESTS

Consumer Behavior; Advertising/IMC; International Marketing, International Business, Marketing Principles; Marketing Management; Marketing Research; Marketing Strategy

2. COURSES TAUGHT

a. Lindner College of Business, University of Cincinnati, USA

| | |
|--|--------------|
| Consumer Behavior (MKTG 3085) | 2015-present |
| Buyer Behavior (MKTG 7015)* | 2015-present |
| Academic Research Assistant (MKTG 5198)* | 2015-present |
| International Marketing (MKTG7031)* | Spring 2017 |
| Advertising Management (MKTG 4025) | 2016 |
| Marketing for Managers (MKTG 7011)* | 2016 |

b. Kellogg School of Management, Northwestern University, USA

| | |
|-----------------------------------|------------|
| Advertising Strategy (MKTG 454)* | 2012-2013 |
| Marketing Management (MKTG 430)** | 2012, 2014 |
| Quantitative Research (MKTG 551)* | 2011 |

* Denotes graduate (MBA and/or MS) courses and ** denotes Executive MBA courses.

3. TEACHING EFFECTIVENESS

- Taught approximately 14 course-sections since 2015
- Taught several special topic seminars for doctoral students
- Taught diverse groups of students in undergraduate, MS, and MBA
- Taught small and standard class sizes as well as given presentations in large lecture sections
- Summary student evaluations have been consistently excellent (Mean \geq 7.0 out of 8)
- Student written feedback (where available) has been very positive and enthusiastic
- Class observation based commentary from both faculty colleagues and instructional development staff (where available) has been excellent
- Cited by students as “best professor at UC”, “favorite”, and “most effective” professor

4. PERSONAL TEACHING PEDAGOGY

- Emphasis on both theory and practical application to improve student retention of concepts. Strategy is incorporated into all topics and assignments. Grades are determined largely by how well a student is able to apply theory to real world problems.
- No note-taking is allowed. No technology of any sort is allowed on the desk. Lectures are interactive and require active participation. Students must think critically about course concepts, frequently debating or competing in class. Comprehensive notes are provided to students at the beginning of the semester to apply to quizzes and exams.
- One full case is taught for every two lectures for undergraduate courses, and almost one to one for graduate. Case questions are customized to challenge students to apply the content of the previous lectures. Cases allow class to become experiential and interactive, allowing students to practice the application of course content to better understand their significance.
- Several, large case assignments take the place of exams, and require extensive application of cumulative course content to tackle real world problems and find creative solutions. I developed these assignments myself to better teach class material. These cumulative case assignments get harder and lengthier as the course progresses, allowing for repetition of course content to enhance retention and comprehension.
- Experiential teaching methods have included lectures, seminars, tutorials, case studies, class competitions, field trips, individual and group assignments, student presentations, and consulting/auditing at off-campus small business sites.
- Select students engage in consumer behavior research with me on a one-on-one basis. Students develop theory, design and run behavioral experiments, analyze data, and write literature reviews. I work with 15-20 students per semester, meeting once a week. I also host a special research Journal Club where we get together in the afternoon once a month to discuss recent publications and exchange ideas on current projects.

5. COURSE DEVELOPMENT

- All class assignments, quizzes, and exams were developed personally.
- Courses I have restructured include Consumer Behavior and Buyer Behavior, including several new lectures and all new quizzes, exams, cases, and class assignments.
- Courses I have developed fully personally include Advertising Management and International Marketing.
- Personally-developed, customized marketing projects in all courses (e.g., consulting for local companies, individualized case assignments to represent current political climate, country profiles and market assessment in international marketing, consumer attitude and perceptions studies in consumer behavior).

SERVICE ACTIVITIES

1. UNIVERSITY SERVICE

University of Cincinnati, Cincinnati, OH

a. Director of Faculty Research, 2015-17

- Created and manage Behavioral Research Lab with 2000-3000 student enrollment per semester and 7000 student research sessions per semester
- Train and manage team of 30 undergraduate and graduate research assistants to run the lab
- Meet with faculty of the Lindner College of Business to design, manage, and execute research
- Teach research design and methodology to research assistants, as well as work on research projects with all 30 research assistants, meeting once a week

b. Member, Lindner International Programs Committee, 2016-17

c. MBA Capstone Coach, Marketing, 2017

d. Women in Business Advising Panel, 2016

e. American Marketing Association Judge and Coach, 2015-2016

2. COMMUNITY SERVICE

- Numerous consulting and pro bono marketing projects for regional and national organizations including Street-Wize App Development (California Tech Start-up), CAT-Ohio (Cincinnati, OH), The Thousand Girls Initiative (Cincinnati, OH)

3. PROFESSIONAL MEMBERSHIPS

- Member, Association for Consumer Research
- Member, Society for Consumer Psychology
- Member, American Marketing Association

4. CONSULTING INTERESTS AND EXPERTISE

- Consumer Behavior, Advertising/IMC, Ideation, and International Marketing

REFERENCES

- Dr. Karen A. Machleit, Department Head and Professor of Marketing, Lindner College of Business, University of Cincinnati, Cincinnati, OH, 45221, (513)-556-7102, k.machleit@uc.edu
- Dr. Frank R. Kardes, Professor of Marketing, Lindner College of Business, University of Cincinnati, Cincinnati, OH, 45221, (513)-556-7107, k.machleit@uc.edu
- Dr. Derek D. Rucker, Professor of Marketing, Kellogg School of Management, Northwestern University, 2001 Sheridan Road, Leveron Hall 4th floor, Evanston, IL 60208, (847)-491-2714, d-rucker@kellogg.northwestern.edu
- Dr. Michal Maimaran, Assistant Professor of Marketing, Kellogg School of Management, Northwestern University, 2001 Sheridan Road, Leveron Hall 4th floor, Evanston, IL 60208. Tel: (847)-491-7151, m-maimaran@kellogg.northwestern.edu

