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LIVES Centre, University of Lausanne

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ONE-PAGE OVERVIEW

MAIN POSITIONS (see p. 2)

May 2024 – present	Head of Research University of Lausanne (CH)
May 2020 – Apr 2024	SNSF Ambizione Lecturer University of Lausanne (CH)
Mar 2022 – Jun 2022	Visiting Scholar University of North Carolina at Chapel Hill (NC, US)
Sep 2016 – Apr 2020	Junior Lecturer University of Lausanne (CH)
Oct 2015 – Aug 2016	Postdoctoral Fellow University of Rochester (NY, US)
Sep 2014 – Sep 2015	Postdoctoral Fellow University of Geneva (CH)
Sep 2009 – Dec 2014	PhD Student and Teaching Assistant University of Lausanne (CH)

GRANTS (see p. 2)

7 grants, totaling over USD 3,000,000. Examples include:

2025 [European Research Council \(ERC\) Consolidator Grants](#) | main applicant | USD ≈2,000,000

2019 [Swiss National Science Foundation \(SNSF\) Ambizione Grant](#) | main applicant | USD ≈700,000

TEACHING AND SUPERVISION (see p. 3)

Over 1,000 hours of teaching and extensive supervision experience

Teaching: All levels (BA/MA/PhD); various themes (e.g., inequality) and methods (e.g., multilevel models)

Supervision: PhD Student (M. Cheng - 2020-2024); In-Doc Students (N. Claes - 2020, Y. Kim - 2019); Junior Researchers (O. Rudman - 2023, A. Rossi - 2020-21); countless master's students.

PEER-REVIEWED PUBLICATIONS (see p. 4)

Over 60 journal articles and chapters. Recent examples include:

Sommet, N., Fillon, A., Rudmann, O., Rossi Saldanha Cunha, A., & Ehsan, A. (2026). No meta-analytic effect of economic inequality on well-being or mental health, *Nature*, 649, 926-937.  

Sommet, N., & Lipps, A. (2025). A Primer on fixed-effects and fixed-effects panel modeling using R, Stata, and SPSS. *Advances in Methods and Practices in Psychological Science*, 8(4).  

Batruch, A., * **Sommet, N., *** & Autin, F. * (2025). Advancing the psychology of social class with large-scale replications in four countries. *Nature Human Behaviour*, 9, 2382-2403.  

Sommet, N., & Elliot, A. J. (2023). A competitiveness-based theoretical framework on the psychology of income inequality. *Current Directions in Psychological Science*, 32, 318-327.  

SCIENTIFIC COMMUNICATIONS (see p. 11)

Over 50 scientific communications. Recent examples of invited talks include:

Oct 2025 *Economic inequality, well-being, and mental health.* CCBI, European Commission, online

Sep 2025 *How economic inequality in society shapes student outcomes.* ESPLAT 2025, Münster, DE

MEDIA APPEARANCES (p. 14)

Over 30 media appearances. Recent examples include:

May 2023 Scarcity is detrimental to health. *Psychoscope*. [Article](#) [In French]

May 2023 The psychology of inequality. In J. Magnollay (presenter), *Tribu*, RTS. [Radio Broadcast](#) [In French]

SERVICE AND INSTITUTIONAL RESPONSIBILITIES (p. 15)

Associate Editor at [EJSP](#) (2024-26); member of three boards: [SPE](#) (2023-26), [L&I](#) (2022-25), & [IRSP](#) (2019-24)

Elected member of the Executive Committee of [the largest French-speaking social psychology society](#).

I. EDUCATION

- Dec 2014** **PhD in Social Psychology** (Dissertation: 6/6; Defense: 6/6)
Department of Social Psychology, University of Lausanne (CH)
- Jun 2009** **Bachelor's and Master's degrees in Social and Cognitive Psychology**
University Clermont Auvergne (FR)

2. POSITIONS

- May 2024 – present** **Head of Research**
LIVES Centre, University of Lausanne (CH)
- Oct 2025 – present** **SNSF Senior Researcher**
Swiss Centre of Expertise in the Social Sciences (FORS), University of Lausanne (CH)
- Jan 2025 – Sep 2025** **SNSF Senior Researcher**
Education and Training Observatory (OBSEF), University of Lausanne (CH)
- May 2020 – Apr 2024** **SNSF Ambizione Lecturer**
LIVES Centre, University of Lausanne (CH)
- Mar 2022 – Jun 2022** **Visiting Scholar**
University of North Carolina at Chapel Hill (NC, US)
Host Professor: Prof. Keith B. Payne
- Sep 2016 – Apr 2020** **Junior Lecturer**
Life Course and Inequality Research Centre, University of Lausanne (CH)
Employer: Prof. Dario Spini
- Oct 2015 – Aug 2016** **Postdoctoral Fellow | Visiting Scholar**
Department of Psychology, University of Rochester (NY, US)
Host Professor: Prof. Andrew J. Elliot
- Sep 2014 – Sep 2015** **Postdoctoral Fellow**
FAPSE, University of Geneva (CH)
Project managers: Prof. Gabriel Mugny and Dr. Alain Quiamzade
- Sep 2009 – Sep 2015** **PhD Student and Teaching Assistant**
UNILaPS, University of Lausanne (CH)
PhD Supervisor: Prof. Fabrizio Butera

3. GRANTS

- 2023** [ERC Consolidator Grants](#) (main applicant) – EUR 2,000,000
How economic inequality perpetuates itself by creating a culture of competitiveness in schools
- 2023** [LIVES Young Scholar](#) (main applicant) – CHF 15,000
Economic inequality and psychological health: A preregistered meta-analysis using machine learning
- 2022** [AAP IdeX Innovations Pédagogiques 2022](#) (head of consortium) – EUR 31,568
Creation of a series of videos to inform about best practices in psychological research
- 2021** [French National Research Agency \(ANR\)](#) (research partner) – EUR 192,358
COGPOV: How poverty affects cognitive attention and decision-making
- 2019** [Swiss National Science Foundation \(SNSF\) Ambizione Grant](#) (main applicant) – CHF 611,696
The effects of income inequality on psychological functioning
- 2019** [Swiss National Science Foundation Spark Grant](#) (with two co-applicants) – CHF 95,775
Advancing psychology of social class: A large-scale multi-country replication project
- 2015** [Fellowship University of Lausanne/CHUV](#) (main applicant) – USD 70,650
The psychological consequences of social inequalities: The role of avoidance motivation

4. TEACHING

As a Substitute Teacher

Spring 2025	Life-Course Analysis Methods: Predicting Well-Being [100% student satisfaction] 36 hours, Bachelor Program ([P@ Sample]), University of Lausanne (CH) Descriptive and inferential statistics · introduction to R · subjective well-being
Autumn 2019	Introduction to Research Methods [100% student satisfaction] 18 hours, Bachelor Program ([P@ Sample]), University of Lausanne (CH) Open science · observational/experimental data · internal/external validity · social inequality
Autumn 2022	Life Course and Vulnerability [100% student satisfaction] 66 hours, Master Program ([P@ Sample]), University of Lausanne (CH) Reliability/validity · multilevel analysis · intervention · inequality · well-being · health · trust

As a Supporting Teacher

Despite the title, I was often the main teacher for these courses, creating part or all of the content and syllabi.

Sep 2016 – 2020	Life Course and Vulnerability 66 hours × 4 semesters ([P@ Sample]), Master Program, University of Lausanne (CH) Inferential statistics (B , 95% CI, p) · psychometrics (PCA, α , κ) · well-being · inequality
Sep 2016 – 2020	Mixed Methods in Education 56 hours × 4 semesters ([P@ Sample]), Bachelor Program, University of Lausanne (CH) Pragmatism · psychometrics · quantitative & qualitative methods · questionnaire building
Jan 2011 – Jun 2011	Social Psychology - Research 28 hours × 1 semester, Bachelor Program, University of Lausanne (CH) Experimental design · descriptive/inferential statistics · social identity
Jan 2009 – Aug 2014	Dynamics of Motivation and Conflict 28 hours × 10 semesters, Master Program, EPFL (CH) All types of designs · descriptive/inferential statistics · achievement motivation

Interventions in Doctoral Programs and Advanced Courses

Nov 2025	Fixed-Effects Regression and Power Analysis 3 × 6 hours, University of Geneva (CH)
Jul 2024	Longitudinal Analysis 3 × 2 hours, Strasbourg University (FR)
Sep 2024	Fixed-Effects Panel Modeling 8 hours, Paul-Valéry University (FR)
Sep 2021 / Sep 2023	Multilevel Modeling 6.5 hours, University of Geneva (CH)
Apr 2021 / Nov 2022	Fixed-Effects Modeling 6.5 hours, University of Lausanne (CH)
Sep 2018	Vulnerability in Context: A Multilevel Perspective 6 hours, Divonne-les-Bains (FR)
Aug 2015	Introduction to Multilevel Modeling 8 hours × 2 days, Doctoral Program, University of Clermont Auvergne (FR)

Supervision

PhD Student	Mengling Cheng (2020-24; awarded by the faculty for the best thesis)
In-Doc & Junior Scholars	Ocyana Rudman (2023), Nele Claes (2020), Alfredo Rossi (2020-21), Youngju Kim (2019)
Research Interns	Alannis Jaquez (2025-26), Cindy Courtiller (2020-21), Karel Héritier (2018), countless RAs
Master's Students	Laura Bachmann (2023-24), Timothy Valenti (2023-25), Amélie Baudère (2014-16), and countless master's students at the EPFL (2009-14)

5. JOURNAL ARTICLES

Topics: ▪ Economic inequality ▶ Achievement motivation ◦ Social class ▷ Statistics

Since 2017, all my papers have adhered to reproducible science practices (preregistration, open data, and scripts).

- 57 Tyner, A. H., Abatayo, A. L., Daley, M., ... **Sommet, N.**, ..., Nosek, B. A., & Errington, T. M. (2026). Investigating the replicability of the social and behavioral sciences.
 📖 *Nature*. Accepted for publication.
 doi [10.1038/s41586-025-10078-y](https://doi.org/10.1038/s41586-025-10078-y) PDF TBA 🌸 TBA
- 56 ▶ **Sommet, N.**, Rudmann, O., Pillaud, V., & Butera, F. (2026). Team performance goals and team performance: A multiconceptualization approach.
 📖 *Group Processes & Intergroup Relations*. Accepted for publication.
 doi [10.1177/13684302251413705](https://doi.org/10.1177/13684302251413705) PDF TBA 🌸 TBA
- 55 ◦ Batruch, A., **Sommet, N.**, & Green, E. (2026). Teachers' immigration attitudes and students' performance.
 📖 *Learning and Instruction*, 102, 102303
 doi [10.1016/j.learninstruc.2025.102303](https://doi.org/10.1016/j.learninstruc.2025.102303) PDF PDF 🌸 OSF
- 54 ▪ **Sommet, N.**, Fillon, A., Rudmann, O., Rossi Saldanha Cunha, A., & Ehsan, A. (2026). No meta-analytic effect of economic inequality on well-being or mental health.
 📖 *Nature*, 649, 926-937
 doi [10.1038/s41586-025-09797-z](https://doi.org/10.1038/s41586-025-09797-z) PDF PDF 🌸 OSF
- 53 ▷ **Sommet, N.**, & Lipps, A. (2025). A primer on fixed-effects and fixed-effects panel modeling using R, Stata, and SPSS.
 📖 *Advances in Methods and Practices in Psychological Science*, 8(4)
 doi [10.1177/25152459251392843](https://doi.org/10.1177/25152459251392843) PDF PDF 🌸 OSF
- 52 ▪ ◦ Liu, W., **Sommet, N.**, & Du, H. (2025). Rising income inequality and longer work hours: Global trends and longitudinal evidence from the U.S. and China.
 📖 *Social Psychological and Personality Science*. Accepted for publication.
 doi [10.1177/19485506251388682](https://doi.org/10.1177/19485506251388682) PDF PDF 🌸 OSF
- 51 ▪ ◦ Kim, Y., & **Sommet, N.** (2025). Middle-income groups perceive themselves as belonging to a higher social class when national income inequality is greater.
 📖 *Journal of Pacific Rim Psychology*, 19
 doi [10.1177/18344909251372719](https://doi.org/10.1177/18344909251372719) PDF PDF 🌸 OSF
- 50 ▪ ◦ Liu, W., Wu, Q., Xu, Y., **Sommet, N.**, & Du, H. (2025). Perceived economic inequality is linked to poorer sleep quality.
 📖 *BMC Psychology*, 13, 1099.
 doi [10.1186/s40359-025-03405-5](https://doi.org/10.1186/s40359-025-03405-5) PDF PDF 🌸 OSF
- 49 ▪ ◦ Batruch, A.,[†] **Sommet, N.**,[†] & Autin, F.[†] (2025). Advancing the psychology of social class with large-scale replications in four countries. [†]Authors are co-first authors
 📖 *Nature Human Behaviour*, 9, 2382-2403.
 doi [10.1038/s41562-025-02234-1](https://doi.org/10.1038/s41562-025-02234-1) PDF PDF 🌸 OSF
- 48 ▪ **Sommet, N.**, & Payne, K. (2025). Black poverty leads White Americans to blame racial inequality on Black Americans themselves.
 📖 *Social Psychological and Personality Science*, 17, 229-241.
 doi [10.1177/19485506251329122](https://doi.org/10.1177/19485506251329122) PDF PDF 🌸 OSF
- 47 ▪ Kim, Y., & **Sommet, N.** (2025). Income is a stronger predictor of subjective social class in more economically unequal places.
 📖 *Personality and Social Psychology Bulletin*, 51, 1173-1186
 doi [10.1177/01461672231210772](https://doi.org/10.1177/01461672231210772) PDF PDF 🌸 OSF
- 46 ▶ Elliot, A. J., & **Sommet, N.** (2025). Clear definition and hierarchical integration of motivation

constructs.

 *Behavioral and Brain Sciences*, 48, e33.

 [10.1017/S0140525X24000487](https://doi.org/10.1017/S0140525X24000487)  [PDF](#)

- 45 ◦ Darnon, C., **Sommet**, N., Normand, A., Manstead, A. (2024). Selection and the economic value of education: A barrier to reducing the SES achievement gap?
 *Journal of Social Issues*, 80, 1238-1261
 [10.1111/josi.12646](https://doi.org/10.1111/josi.12646)  [PDF](#)  [OSF](#) (also [this](#) and [this](#))
- 44 ▫ ◦ Claes, N., Smeding, A., Carré, A., & **Sommet**, N. (2024). The social class test gap: A worldwide investigation of the role of academic anxiety and income inequality in standardized test score disparities.
 *Journal of Educational Psychology*, 116, 871-888.
 [10.1037/edu0000881](https://doi.org/10.1037/edu0000881)  [PDF](#)  [OSF](#)
- 43 Rudmann, O., Batruch, A., Visintin, E. P., Bressoux, P., **Sommet**, N., ..., Butera, F. (2024). Cooperative learning reduces the gender gap in perceived social competences: A large-scale nationwide longitudinal experiment.
 *Journal of Educational Psychology*, 116, 903-920.
 [10.1037/edu0000870](https://doi.org/10.1037/edu0000870)  [PDF](#)  [OSF](#)
- 42 ▫ **Sommet**, N., Claes, N., & Elliot, A. J. (2024). Economic inequality and student outcomes: What we know and where to go from here.
 *Motivation Science*, 10, 247-261.
 [10.1037/mot0000335](https://doi.org/10.1037/mot0000335)  [PDF](#)
- 41 ◦ Auger, V., **Sommet**, N., & Normand, A. (2024). The perceived economic scarcity scale: A valid tool with greater predictive utility than income.
 *British Journal of Social Psychology*, 63, 1112-1136.
 [10.1111/bjso.12719](https://doi.org/10.1111/bjso.12719)  [PDF](#)  [OSF](#)
- 40 ◦ Cheng, M., **Sommet**, N., Jopp, D., & Spini, D. (2024). Income-related inequalities in physical and cognitive health outcomes over the later life course: Longitudinal evidence from the U.S.
 *Research on Aging*, 46, 59-71.
 [10.1177/01640275231183438](https://doi.org/10.1177/01640275231183438)  [PDF](#)  [OSF](#)
- 39 ► Elliot, A. J., Weissman, D. L., **Sommet**, N., & Sarkar, A. (2024). Metamotivational knowledge of others' achievement goals in a work context.
 *Motivation Science*, 10, 110-127.
 [10.1037/mot0000328](https://doi.org/10.1037/mot0000328)  [PDF](#)  [OSF](#)
- 38 ► **Sommet**, N., Weissman, D. L., Cheutin, N., & Elliot, A. J. (2023). How many participants do I need to test an interaction? Conducting an appropriate power analysis and achieving sufficient power to detect an interaction.
 *Advances in Methods and Practices in Psychological Science*. 6(3).
 [10.1177/25152459231178728](https://doi.org/10.1177/25152459231178728)  [PDF](#)  [OSF](#)  Web app: [INTxPower](#)
- 37 ▫ **Sommet**, N., & Elliot, A. J. (2023). A competitiveness-based theoretical framework on the psychology of income inequality.
 *Current Directions in Psychological Science*, 32, 318-327.
 [10.1177/09637214231159563](https://doi.org/10.1177/09637214231159563)  [PDF](#)  [OSF](#)
- 36 Vuletic, H. A., **Sommet**, N., & Payne, K. B. (2023). The Great Migration and implicit bias in the northern United States.
 *Social Psychological and Personality Science*, 15, 498-508.
 [10.1177/19485506231181718](https://doi.org/10.1177/19485506231181718)  [PDF](#)  [OSF](#)
- 35 ► Elliot, A. J., & **Sommet**, N. (2023). Integration in the achievement motivation literature and the hierarchical model of achievement motivation.
 *Educational Psychology Review*, 35, 1-31.
 [10.1007/s10648-023-09785-7](https://doi.org/10.1007/s10648-023-09785-7)  [PDF](#)

- 34 ▸ **Sommet, N., Weissman, D. L., & Elliot, A. J. (2023).** Income inequality predicts competitiveness and cooperativeness at school.
 *Journal of Educational Psychology*, 115, 173-191.
 doi [10.1037/edu0000731](https://doi.org/10.1037/edu0000731)  [PDF](#)  [OSF](#)
- 33 ◦ Cheng, M., **Sommet, N., Jopp, D., & Spini, D. (2023).** Evolution of the income-related gap in health with old age: Evidence from 20 countries in European and Chinese panel datasets.
 *European Journal of Ageing*, 20, 33.
 doi [10.1007/s10433-023-00781-y](https://doi.org/10.1007/s10433-023-00781-y)  [PDF](#)  [OSF](#)
- 32 ◦ Gilbert, K., Weissman, D., Gordils, J., Elliot, A. J., & **Sommet, N. (2023).** Feeling poor or feeling poorer: Comparing subjective measures of economic status in predicting health and well-being.
 *International Journal of Social Psychology*, 38, 493-507.
 doi [10.1080/02134748.2023.2236468](https://doi.org/10.1080/02134748.2023.2236468)  [PDF](#)  [OSF](#)
- 31 ◦ Cheng, M., **Sommet, N., Kerac, M., Jopp, D., & Spini, D. (2023).** Exposure to the 1959-1961 Chinese famine and risk of non-communicable diseases in later life: A life course perspective.
 *PLOS Global Public Health*, 3: e0002161.
 doi [10.1371/journal.pgph.0002161](https://doi.org/10.1371/journal.pgph.0002161)  [PDF](#)  [OSF](#)
- 30 ▸ **Sommet, N., & Elliot, A. J. (2023).** Opposing effects of income inequality on health: The role of perceived competitiveness and avoidance/approach motivation.
 *European Journal of Social Psychology*, 53, 61-77.
 doi [10.1002/ejsp.2884](https://doi.org/10.1002/ejsp.2884)  [PDF](#)  [OSF](#)
- 29 **Sommet, N., & Berent, J. (2023).** Porn use and men's and women's sexual performance: Evidence from a large longitudinal sample.
 *Psychological Medicine*, 53, 3105-3114.
 doi [10.1017/S003329172100516X](https://doi.org/10.1017/S003329172100516X)  [PDF](#)  [OSF](#)
- 28 ▸ Weissman, D. L., Elliot, A. J., & **Sommet, N. (2022).** Dispositional predictors of perceived academic competitiveness: Evidence from multiple countries.
 *Personality and Individual Differences*, 198, 111801.
 doi [10.1016/j.paid.2022.111801](https://doi.org/10.1016/j.paid.2022.111801)  [PDF](#)  [OSF](#)
- 27 ▸ **Sommet, N., & Elliot, A. J. (2022).** The effects of U.S. county and state income inequality on happiness and self-rated health are equivalent to zero.
 *Quality of Life Research*, 31, 1999-2009.
 doi [10.1007/s11136-022-03137-8](https://doi.org/10.1007/s11136-022-03137-8)  [PDF](#)  [OSF](#)
- 26 ◦ **Sommet, N., & Spini, D. (2022).** Financial scarcity undermines health across the globe and the life course.
 *Social Science & Medicine*, 292, 114607.
 doi [10.1016/j.socscimed.2021.114607](https://doi.org/10.1016/j.socscimed.2021.114607)  [PDF](#)  [OSF](#)
- 25 ▸ Morris, K., Bühlmann, F., **Sommet, N., & Vandecasteele, L. (2022).** The paradox of local inequality: Local contexts and meritocratic beliefs.
 *The British Journal of Sociology*, 73, 421-460.
 doi [10.1111/1468-4446.12930](https://doi.org/10.1111/1468-4446.12930)  [PDF](#)
- 24 Capitano, J., **Sommet, N., & Del Rosso, L. (2022).** The relationship of maternal rank, 5-HTTLPR genotype, and MAOA-LPR genotype to temperament in infant rhesus monkeys.
 *American Journal of Primatology*, 84, e23374.
 doi [10.1002/ajp.23374](https://doi.org/10.1002/ajp.23374)  [PDF](#)  [OSF](#)
- 23 ◦ Darnon, C., **Sommet, N., Normand, A., Stanczak, A., & Désert, M. (2022).** Orientation politique et soutien à l'innovation pédagogique : qui sont les plus réfractaires ? [Political orientation and support for pedagogical innovation: Who resists the most?].
 *Topics in Cognitive Psychology*, 122, 231-246.
 doi [10.3917/anpsy1.222.0231](https://doi.org/10.3917/anpsy1.222.0231)  [PDF](#)  [OSF](#)

- 22 ■ Kim, Y., **Sommet**, N., Na, J., & Spini, D. (2022). Social class—not income inequality—predicts social and institutional trust.
 *Social Psychological and Personality Science*, 13, 186-198.
 doi [10.1177/1948550621999272](https://doi.org/10.1177/1948550621999272)  PDF  OSF
- 21 ► **Sommet**, N., & Morselli, D. (2021). Keep calm and learn multilevel linear modeling: A three-step procedure using SPSS, Stata, R, and Mplus.
 *International Review of Social Psychology*, 34.
 doi [10.5334/irsp.555](https://doi.org/10.5334/irsp.555)  PDF  OSF
- 20 Ehsan, A., **Sommet**, N., Morselli, D., & Spini, D. (2021). Collaborative competence, social capital, and mental health: A cross-sectional analysis of a community-based intervention for older adults.
 *Journal of Community & Applied Social Psychology*, 31, 53-67.
 doi [10.1002/casp.2481](https://doi.org/10.1002/casp.2481)  PDF
- 19 Spanu, M., **Sommet**, N., & Seca, J. M. (2020). The consumption of live music in different languages: A quantitative approach.
 *Arts and the Market*, 3, 165-185.
 doi [10.1108/AAM-04-2020-0007](https://doi.org/10.1108/AAM-04-2020-0007)  PDF  figshare
- 18 ■ ► Gordils, J., **Sommet**, N., Elliot, A. J., & Jamieson, J. P. (2020). Racial income inequality promotes perceptions of competition and predicts negative interracial outcomes.
 *Social Psychological and Personality Science*, 11, 74-87.
 doi [10.1177/1948550619837003](https://doi.org/10.1177/1948550619837003)  PDF  Datafiles
- 17 Eisner, L., Spini, D., & **Sommet**, N. (2020). A contingent perspective on pluralistic ignorance: When the attitudinal object matters.
 *International Journal of Public Opinion Research*, 32, 25-45.
 doi [10.1093/ijpor/edz004](https://doi.org/10.1093/ijpor/edz004)  PDF
- 16 ► Butera, F., **Sommet**, N., & Darnon, C. (2019). Socio-cognitive conflict regulation: How to make sense of diverging ideas.
 *Current Directions in Psychological Science*, 28, 145-151.
 doi [10.1177/0963721418813986](https://doi.org/10.1177/0963721418813986)  PDF
- 15 ■ **Sommet**, N., Elliot, A. J., Jamieson, J. P., & Butera, F. (2019). Income inequality, perceived competitiveness, and approach-avoidance motivation.
 *Journal of Personality*, 87, 767-784.
 doi [10.1111/jopy.12432](https://doi.org/10.1111/jopy.12432)  PDF  figshare
- 14 ► **Sommet**, N., Nguyen, D., Fahrni, K., Jobin, M., Nguyen, H.-P., Sehaqui, H., & Butera, F. (2019). When and why performance goals predict exploitation behaviors: An achievement goal complex analysis of the selection function of assessment.
 *Motivation and Emotion*, 43, 266-284.
 doi [10.1007/s11031-018-9742-y](https://doi.org/10.1007/s11031-018-9742-y)  PDF  figshare
- 13 ► Butera, F., **Sommet**, N., & Toma, C. (2018). Confirmation as coping with competition.
 *European Review of Social Psychology*, 29, 299-339.
 doi [10.1080/10463283.2018.1539908](https://doi.org/10.1080/10463283.2018.1539908)  PDF
- 12 ■ ◦ **Sommet**, N., Morselli, D., & Spini, D. (2018). Income inequality affects the psychological health of only the people facing scarcity.
 *Psychological Science*, 29, 1911-1921.
 doi [10.1177/0956797618798620](https://doi.org/10.1177/0956797618798620)  PDF  figshare
- 11 ► Sheldon, K. M., **Sommet**, N., Corcoran, M., & Elliot, A. J. (2018). Feeling interpersonally controlled while pursuing materialistic goals: A problematic combination for moral behavior.
 *Personality and Social Psychology Bulletin*, 44, 1330-1349.
 doi [10.1177/0146167218766863](https://doi.org/10.1177/0146167218766863)  PDF  figshare

- 10 ▶ **Sommet, N., & Morselli, D. (2017).** Keep calm and learn multilevel logistic modeling: A simplified three-step procedure using Stata, R, Mplus, and SPSS.
 *International Review of Social Psychology*, 30, 203-218.
 [doi 10.5334/irsp.90](https://doi.org/10.5334/irsp.90)  [PDF](#)  [figshare](#)
- 9 ▶ **Sommet, N., Quiamzade, A., & Butera, F. (2017).** How would Pyrrho have been socially valued? Social desirability and social utility of conflict regulation.
 *International Review of Social Psychology*, 30, 141-148.
 [doi 10.5334/irsp.88](https://doi.org/10.5334/irsp.88)  [PDF](#)  [figshare](#)
- 8 ▶ **Sommet, N., Pillaud, V., Meuleman, B., & Butera, F. (2017).** The socialization of performance goals.
 *Contemporary Educational Psychology*, 49, 337-354.
 [doi 10.1016/j.cedpsych.2017.03.008](https://doi.org/10.1016/j.cedpsych.2017.03.008)  [PDF](#)
- 7 ▶ **Sommet, N., & Elliot, A. J. (2017).** Achievement goals, reasons for goal pursuit, and achievement goal complexes as predictors of beneficial outcomes: Is the influence of goals reducible to reasons?
 *Journal of Educational Psychology*, 109, 1141-1162.
 [doi 10.1037/edu0000199](https://doi.org/10.1037/edu0000199)  [PDF](#)  [figshare](#)
- 6 Quiamzade, A., **Sommet, N.**, Burgos, J., L'Huillier, J.-P., & Guiso, L. (2017). "I will put my law in their minds." Social control and cheating behavior among Catholics and Protestants.
 *Journal for the Scientific Study of Religion*, 56, 365-382.
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- 5 ▶ Buchs, C., Wiederkehr, V., Filippou, D., **Sommet, N.**, & Darnon, C. (2015). Structured cooperative learning as a means for improving average achievers' mathematical learning in fractions.
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- 4 ▶ ◦ **Sommet, N.**, Quiamzade, A., Jury, M., & Mugny, G. (2015). The student-institution fit at university: Interactive effects of academic competition and social class on achievement goals.
 *Frontiers in Psychology | Educational Psychology*, 6:769.
 [doi 10.3389/fpsyg.2015.00769](https://doi.org/10.3389/fpsyg.2015.00769)  [PDF](#)
- 3 ▶ **Sommet, N.**, Darnon, C., & Butera, F. (2015). To confirm or to conform? Performance goals as a regulator of conflict with more-competent others.
 *Journal of Educational Psychology*, 107, 580-598.
 [doi 10.1037/a0037240](https://doi.org/10.1037/a0037240)  [PDF](#)
- 2 ▶ **Sommet, N.**, Darnon, C., Mugny, G., Quiamzade, A., Pulfrey, C., Dompnier, B., & Butera, F. (2014). Performance goals in conflictual social interactions: Towards the distinction between two modes of relational conflict regulation.
 *British Journal of Social Psychology*, 44, 373-387.
 [doi 10.1111/bjso.12015](https://doi.org/10.1111/bjso.12015)  [PDF](#)
- 1 ▶ **Sommet, N.**, Pulfrey, C., & Butera, F. (2013). Did my M.D. really go to university to learn? Detrimental effects of numerus clausus on self-efficacy, mastery goals, and learning.
 *PLoS ONE*, 8, e84178.
 [doi 10.1371/journal.pone.0084178](https://doi.org/10.1371/journal.pone.0084178)  [PDF](#)

Under Review

Topics: ▪ Economic inequality ▶ Achievement motivation ◦ Social class ► Statistics

- 1 ▪ **Sommet, N., & Elliot, A. (2025).** Income Inequality and Economic Social Comparison. Preprint:
https://osf.io/preprints/psyarxiv/9wdxv_v1
- 4 ▶ Elliot, A. J., Antalyali, O. L., Bolat, Ö., Sommet, N., & Carikci, I. H. (*submitted*). Employees' metamotivational knowledge about achievement goals
- 4 Primbs, M. A., **Sommet, N.**, Bijlstra, G., Payne, B. K., Faure, R., Lansu, T. A. M., Holland, R. W.,

- Diekman, A. B., & Vuletich, H. A. (*revise & resubmit*). On Confederate monuments, their removal, and racial bias.
- 5 Figureau, T., Priolo, D., Sleegers, W. W. A., DeMarree, K. G., Ghasemi, O., Mauduy, M., Ross, R. M., Sætrevik, B., Schmidt, K., **Sommet, N.**, ..., Vaidis, D. C. Registered Report, Stage 1 accepted in principle). Examining the relations between self-construal, culture, and cognitive dissonance using the induced compliance paradigm. Preprint https://osf.io/preprints/psyarxiv/fk3pd_v3
 - 6 Spini, D., Anex, E., Delgado Villanueva, C., Joost, S., Lampropoulos, D., Li, Y., Morselli, D., Sommet, N., Laabar, L., Camacho-Hübner, E., Chevalley Piguet, M., Lerch, B., Plattet, A., & Ristic, G. (submitted). Cause Commune: A collaborative research-action on social participation and social quality in a Swiss municipality.
 7. Cheng, M., Sommet, N., Kerac, M., Jopp, D. S., & Spini, D. (*in revision*). Early-life famine exposure has disease-specific, age-specific and sex-specific effects on different non-communicable diseases in later life: Longitudinal evidence from China.

6. BOOK CHAPTERS, REPORTS, AND ENCYCLOPEDIA ENTRIES

- 8 ◦ Margas, N., Goastellec, G., **Sommet**, N., Gross, D., Karunanethy, K., Batruch, A., Rodrigo Sanjoaquin, J., (in press). L'école de maturité vaudoise entre structures et trajectoires d'élèves : efficacité, équité et leviers structurels. [The Vaud maturité school between structures and student trajectories: Effectiveness, equity, and structural levers] (Rapport de l'Observatoire de l'Éducation et de la Formation de l'Université de Lausanne – volet 1). OBSEF, UNIL.
- 7 ▫ ◦ **Sommet**, N. (in press). Impact des inégalités de revenus sur le fonctionnement psychologique, le bien-être et la santé mentale [The impact of income inequality on psychological functioning, well-being, and mental health]. In S. Goudeau & P. Wagner (Eds.), *Psychologie sociale des inégalités* [Social psychology of inequalities]. Dunod. (Publication planned for June 2026)
- 6 ▫ ◦ Bühlmann, F., Morris, K., **Sommet**, N., & Vandecasteele L. (2023). Vulnerabilities in local contexts. In D. Spini, & Widmer E. (Eds.), *Withstanding Vulnerability throughout Adult Life. Dynamics of Stressors, Resources and Reserves* (pp. 139-152). Palgrave Macmillan.
 [978-981-1945-66-3](#)  [PDF](#)
- 5 ▫ ◦ Vandecasteele, L., Spini, D., **Sommet**, N., & Bühlmann, F. (2022). Poverty and economic insecurity in the life course. In M. Nico, & G. Pollock (Eds.), *The Routledge Handbook of Contemporary Inequalities and the Life Course* (pp. 15-26). Routledge.
 [978-113-8601-50-5](#)  [PDF](#)
- 4 ▶ **Sommet**, N., Elliot, A. J., & Sheldon, K. M. (2021). Achievement goal complexes: Integrating the “what” and the “why” of achievement motivation. In O. P. John & R. W. Robins (Eds.), *Handbook of Personality: Theory and Research (4th Edition)* (pp. 104-121). Guilford Press.
 [978-146-2544-95-0](#)  [PDF](#)
- 3 ▶ Mugny, G., Colpaert, L., Lalot, F., Quiamzade, A., & **Sommet**, N. (2017). Enjeux identitaires dans l'évaluation entre pairs : compétition sociale symbolique et menace de la compétence [Identity issues in peer review: Symbolic social competition and competence threat]. In C. Staerklé, & F. Butera (Eds.), *Conflits Constructifs, Conflits Destructifs. Regards psychosociaux* (pp. 67-84). Editions Antipodes.
 [978-2-88901-123-0](#)  [PDF](#)
- 2 ▶ **Sommet**, N., & Elliot, A. J. (2016). Achievement goals. In V. Zeigler-Hill and T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences*. Springer.
 [10.1007/978-3-319-28099-8_484-1](#)  [PDF](#)
- 1 ▶ **Sommet**, N., Darnon, C., & Butera F. (2011). Le conflit : une motivation à double tranchant pour l'apprenant [The conflict : A double-edged sword motivation for the learner]. In E. Bourgeois & G. Chapelle (Eds.) *Apprendre et Faire Apprendre* (pp. 283- 296). Presses Universitaires de France.
 [10.3917/puf.brgeo.2011.01.0285](#)  [PDF](#)

Thesis

- Sommet**, N. (2014, December). *A Picture of Performance Goals in the Social Plenum: The Interpersonal Antecedents and Consequences of Performance Goals* (Unpublished doctoral dissertation). University of Lausanne, Switzerland.
 [serval:BIB_9E9010867EA9](#)  [PDF](#)

7. TALKS

Invited Talks

- 20 Sommet, N. (2026, January). *Meta-analytic associations between economic inequality, well-being, and mental health*. [CCBI seminar series](#), European Commission, online
- 19 Sommet, N. (2025, Nov). *Systematic review and meta-analytic evidence shows no association between economic inequality and subjective well-being or mental health*. [ECOPOL | Unisanté](#), Lausanne, CH.
- 18 Sommet, N. (2025, Nov). Introducing a primer on fixed-effects and fixed-effects panel modeling using R, Stata, and SPSS. [DReMSS Sessions | FORS](#), online
- 17 Sommet, N., & Elliot, A. (2025, Oct). Income Inequality and Economic Social Comparison. [Russell Sage Foundation](#), New York, NY, US
- 16 Sommet, N. (2025, Sep). *How economic inequality in society shapes student outcomes in secondary schools*. [ESPLAT 2025](#), Münster, DE.
- 15 Sommet, N. (2024, Feb). *The psychology of economic inequality*. 2023-24 [LIVES Comes Alive](#) seminar series, University of Lausanne, CH.
- 14 Sommet, N. (2023, June). *Can we trust the effects of economic inequality on trust? Presenting the current evidence and charting a path forward*. [2023 EASP Preconference on the State of Trust in Social & Political Psychology](#). Kraków, PL.
- 13 Sommet, N. (2023, June). *A competitiveness-based theoretical framework on the psychology of economic inequality*. [Journées thématiques de l'ADRIPS sur les inégalités](#), University of Poitiers, FR.
- 12 Sommet, N. (2023, Feb). *Income inequality fosters an ethos of competitiveness at school*. [2023 SPSP Preconference on Advances in Cultural Psychology](#), Atlanta, GA, US.
- 11 Sommet, N. (2023, Jan). *Black poverty leads White Americans to blame racial inequality on Black Americans themselves*. Scientific colloquium of the [Laboratory of Social Psychology](#), University of Lausanne, CH.
- 10 Sommet, N. (2022, Dec). *Black poverty leads White Americans to blame racial inequality on Black Americans themselves*. Scientific Colloquium of [LINES/LIVES](#), University of Lausanne, CH.
- 9 Sommet, N. (2022, Dec). *How to conduct power analyses: From main effects to interactions*. [Séminaire en ligne des adhérent-es de l'ADRIPS](#), online, FR.
- 8 Sommet, N. (2022, Aug). *Income inequality predicts competitiveness and cooperativeness at school*. [LIVES Afternoon of Science](#), University of Lausanne, CH.
- 7 Sommet, N. (2021, Nov). *Power analysis and interactions: Problems and solutions*. Scientific Colloquium of the [Laboratoire de Psychologie Sociale et Cognitive \(LAPSCO\)](#), Université Clermont Auvergne, FR.
- 6 Sommet, N. (2021, June). *Income inequality fosters competitiveness at school*. Social, Economic, & Decision Colloquium of the [Center for Economic Psychology](#), University of Basel, CH.
- 5 Sommet, N. (2020, Dec). *Income inequality and perceived competitiveness*. Scientific Colloquium of the [Laboratory of Social Psychology](#), Paris Descartes University, FR.
- 4 Sommet, N. (2016, Oct). *Economic inequality, competition, and motivations*. [Annual Research Day of the Faculty of Social and Political Science](#), University of Lausanne, CH.
- 3 Sommet, N. (2016, June). *Inequality, competition, and motivation*. Scientific Colloquium of the [Laboratoire de Psychologie Sociale et Cognitive \(LAPSCO\)](#), Université Clermont Auvergne, FR.
- 2 Sommet, N. (2014, Oct). *Performance goals in natural group settings*. Scientific Colloquium of the [Department of Social Psychology](#) at the Faculty of Psychology and Sciences of Education, University of Geneva, CH.
- 1 Sommet, N. (2013, Mar). *On the emergence of achievement goals: Effects of selection policies using numerus clausus and goal socialization*. Scientific Colloquium of the [Laboratory of Social Psychology](#), University of Lausanne, CH.

Conferences

Communications in Chaired Symposia

- 3 Batruch, S., Sommet, N., & Autin, F. (2022, July). Theoretical models in the psychology of social class: Are the effects generalizable to the French context? In A. Batruch, N. Sommet, & F. Autin (Chairs), *Psychology of social class*. Symposium conducted at [the 14th International Congress of Social Psychology \(CIPS\)](#), Bordeaux, FR.
- 2 Sommet, N., & Butera, F. (2018, April). Highly selective exams, controlled regulation of performance goals and information sharing. In N. Sommet, F. Butera, and A. J. Elliot (Chairs), *The “what” and “why” of achievement motivation: Antecedents, consequences, and mechanisms of achievement goal complexes*. Symposium conducted at [the 2018 Annual Meeting of the American Educational Research Association \(AERA\)](#), New York, NY, US.
- 1 Sommet, N., Elliot, A. J., Jamieson, J., & Butera, F. (2017, Sep). Income inequality, perceived competitiveness, and approach-avoidance motivation. In N. Sommet, & G. Bollmann (Chairs), *From macro to micro: The manifold effects of*

context on social issues. Symposium conducted at [the 15th Conference of the Swiss Psychological Society \(SPS SGP SSP\)](#), Lausanne, CH.

Oral Communications

- 38 Sommet, N. (2025, Aug). *Predicting the 'good life': An international collaborative data challenge using the Swiss Household Panel*. [LIVES Science, Sports and Drinks 2025](#), Lausanne, CH.
- 37 Sommet, N. (2025, June). *Inequality, inflation, and wellbeing: A machine learning meta-analytical approach*. [LIVES Day](#), Lausanne, CH.
- 36 Sommet, N. (2025, Aug). *Causality as a continuum of plausibility rather than a dichotomy*. [LIVES Science, Sports and Drinks 2024](#), Lausanne, CH.
- 35 Sommet, N. (2024, July). *Interactions et puissance statistique*. In D. Vaidis, *Post-Crise de la Réplication ? Nouvelles Pratiques, Conséquences et Perspectives*. [15th CIPS](#), Bruxelles, BE.
- 34 Autin, F., Sommet, N., & Batruch, A. (2023, July). *Psychology of social class: A pre-registered replication of 43 effects on large representative samples in three countries*. [2023 EASP-GM](#), Kraków, PL.
- 33 Auger, V., Sommet, N., & Normand, A. (2023, July). *On the measure of perceived economic scarcity: Development, validation, and predictive power of the perceived economic scarcity scale*. [2023 EASP-GM](#), Kraków, PL.
- 32 Darnon, C., Sommet, N., Normand, A., & Manstead, A. (2023, July). *Do parents always support practices that improve the academic performance of low SES students in education?* [2023 EASP-GM](#), Kraków, PL.
- 31 Sommet, N. (2023, July). *Inequality and well-being*. [LIVES Day](#) of the Swiss Centre of Expertise in Life Course Research, Lausanne, CH.
- 30 Cheng, M., Sommet, N., ..., & Spini, D. (2023, July). *Exposure to the 1959- 1961 Chinese famine at different life stage and risk of later-life non-communicable diseases across domains*. [BSG Annual Conference](#), Norwich, UK.
- 29 Cheng, M., Sommet, N., ..., & Spini, D. (2023, June). *Exposure to the 1959- 1961 Chinese famine before age 10 increased the risk of non-communicable diseases across domains in later life*. [LIVES Centre WIP](#), Lausanne, CH.
- 28 Cheng, M., Sommet, N., ..., & Spini, D. (2023, April). *Exposure to the Chinese famine of 1959-1961 at different life stages and risk of later-life non-communicable diseases*. [N&G International Conference](#), London, UK.
- 27 Cheng, M., Sommet, N., Kerac, M., Jopp, D., & Spini, D. (2022, Oct). *Exposure to the Chinese famine of 1959-1961 at different life stages and risk of later-life chronic diseases*. [SLLS 2022 Conference](#), Cleveland, OH, US.
- 26 Cheng, M., Sommet, N., Jopp, D., & Spini, D. (2022, Oct). *Age-as-leveler: Longitudinal evidence on income and later-life health from Europe, U.S., and China*. [SLLS 2022 Conference](#), Cleveland, OH, US.
- 25 Sommet, N., & Berent, J. (2022, July). *Pornography consumption and sexual performance in men and women: Results of a longitudinal study with over 100,000 participants*. Annual Congress of the [SPS SGP SSP](#), Lausanne, CH.
- 24 Sommet, N. (2022, May). *Income inequality fosters an ethos of competitiveness*. In A. Elliot & A. Wigfield, "De-siloing" research on fundamental motivation constructs. [14th Annual Meeting of the SSM](#), Chicago, IL, US.
- 23 Cheng, M., Sommet, N., Jopp, D., & Spini, D. (2021, Dec). *Social inequality and aging trajectories: Longitudinal evidence from Europe, the U.S., and China*. [UNIL-UNIPD Joint Workshop](#), Lausanne, CH.
- 22 Cheng, M., Sommet, N., Jopp, D., & Spini, D. (2021, Nov). *Socioeconomic status and later-life health*. In *G2aging, Cross-national perspectives on health & well-being in later life*. [GSA 2021 Annual Meeting](#), online.
- 21 Morris, K., Bühlmann, F., Sommet, N., & Vandecasteele, L. (2021, Oct). *The paradox of local inequality: Local contexts and meritocratic beliefs*. [ECSR Conference](#), online.
- 20 Cheng, M., Sommet, N., Jopp, D., & Spini, D. (2021, Sep). *Socioeconomic status and later-life health: Longitudinal evidence from the U.S.* [2021 SLLS Conference](#), online.
- 19 Ehsan, A. M., Spini, D., Sommet, N., & Morselli, D. (2018, Nov). *Social capital and depression: The case of a community-based intervention*. [Swiss Public Health Conference 2018](#), Neuchâtel, CH.
- 18 Ehsan, A., Spini, D., Sommet, N., & Morselli, D. (2018, Oct). *Neighborhoods in Solidarity: The effect of a community-based intervention on social cohesion, empowerment, and depression*. [7th CIPC](#), Santiago, CL.
- 17 Sommet, N., Elliot, A. J., Jamieson, J., & Butera, F. (2018, July). *Income inequality, competition, and motivation*. In M. Jury & C. N. Aelenei, *Social class, motivations, & academic success*. [12th CIPSFL](#), Louvain-La-Neuve, BE.
- 16 Ehsan, A. M., Spini, D., Sommet, N., & Morselli, D. (2018, July). *Neighbourhoods in Solidarity: The effect of a community-based intervention on depression*. [ICSIH4](#), Lausanne, CH.
- 15 Spini, D., Sommet, N., & Morselli, D. (2018, June). *Only the financially vulnerable are affected in their health by contexts of income inequality*. [16th Conference on Social Stress Research](#), Athens, GR.
- 14 Gordils, J., Elliot, A. J., Sommet, N., & Jamieson, J. P. (2018, Mar). *Racial income inequality and intergroup competition*. [19th Annual Congress of SPSP](#), Atlanta, GA, US.
- 13 Ehsan, A. M., Spini, D., Sommet, N., & Morselli, D. (2018, March). *Neighbourhoods in Solidarity: The effect of a*

community-based intervention on social cohesion, empowerment, and mental health. [5th CCOMS](#), Lille, FR.

- 12 **Sommet, N.**, Elliot, A. J., Jamieson, J., & Butera, F. (2017, July). Income inequality, perceived competitiveness, and motivation. In S. Godeau, & A. Normand, *The deprived and the privileged*. [18th EASP-GM](#), Granada, ES.
- 11 Fayant, M. P., **Sommet, N.**, Quiamzade, A., & Mugny, G. (2016, June). Stereotype lift is accounted for by a decrease in self-evaluation threat. In C. Buchs & A. Quiamzade, *Identity threat & interdependence*. [11th CIPSFL](#), Genève, CH.
- 10 **Sommet, N.**, Fayant, M. P., Quiamzade, A., & Mugny, G. (2015, Sep). *Stereotype lift: A deflection of self-evaluation threat?* 14th Congress of the [SPS SGP SSP](#), Geneva, CH.
- 9 **Sommet, N.**, Pillaud, V., & Butera, F. (2014, July). *Follow the (goal of) the leader: The dynamics of achievement goal socialization*. [17th EASP-GM](#), Amsterdam, NL.
- 8 **Sommet, N.**, Pillaud, V., & Butera, F. (2014, May). *Antecedents, mechanisms, and consequences of performance goal socialization*. In N. Van der Linden, *Persistence & success in doctoral studies*. [BAPS](#), KU Leuven, BL.
- 7 **Sommet, N.**, Pulfrey, C., & Butera, F. (2013, Sep). Did my M.D. really go to university to learn? In K. Brinkmann, *Crossing motivational borders*. 13th Congress of the [SPS SGP SSP](#), Basel, CH.
- 6 **Sommet, N.**, Pulfrey, C., & Butera, F. (2013, June). Did my M.D. really go to university to learn? In A. W. Kruglanski et al., *Motivational, affective, and cognitive sources of the knowledge-formation process*. [EASP Small Group Meeting](#), Kraków, PL.
- 5 **Sommet, N.**, Darnon, C., & Butera, F. (2012, Sep). *Is others' competence a threat? Performance goals, relative competence, and conflict regulation*. [Journées de Réflexion sur le Concept de Menace](#), Université Paris Descartes, FR.
- 4 **Sommet, N.**, Pulfrey, C., & Butera, F. (2012, July). *At University, was my M.D. motivated to learn? Effect of numeros clausus on mastery goals*. [9th CIPSFL](#), Porto, PT.
- 3 **Sommet, N.**, Darnon, C., & Butera, F. (2011, Sep). Disagreeing with a more competent partner. In M. Schmid Mast, *Social power and its impact in work settings*. 12th Congress of the [SPS SGP SSP](#), Fribourg, CH.
- 2 **Sommet, N.**, Darnon, C., & Butera, F. (2011, July). Regulating conflict with a higher status partner: When performance goals matter. In J. Jetten (Chair), *Rebels in groups*. [16th EASP-GM](#), Stockholm, SE.
- 1 Darnon, C., Butera, F., & **Sommet, N.** (2010, Sep). *Socio-cognitive conflict regulation and achievement goals*. [Actualité de la Recherche en Éducation et en Formation \(AREF\)](#), Geneva, CH.

Posters

- 4 Cheng, M., **Sommet, N.**, Kerac, M., Jopp, D., & Spini, D. (2022, Nov). *Early-life exposure to the Chinese famine of 1959–1961 and later-life health: Early life as a critical period*. [GSA 2022 Annual Scientific Meeting](#), Indianapolis, IN, US.
- 3 Cheng, M., **Sommet, N.**, & Spini, D. (2022, June). *Early-life famine exposure and later-life multimorbidity: Longitudinal evidence from the Chinese famine of 1959-1961*. [IAGG 2022](#), online, AR.
- 2 Quiamzade, A., **Sommet, N.**, Lalot, F., & Aubry, R. (2022, Sep). *Of economic inequalities and upward social comparison: Inspired to join the upper middle class and threatened by the despised 1%*. 17th Congress of [the SPS SGP SSP](#), Zurich, CH.
- 1 **Sommet, N.**, Pillaud, V., & Butera, F. (2013, Jan). *From university to video games: Dynamics of motivational socialization*. [14th Congress of the SPSP](#), New Orleans, LA, US.

8. MEDIA APPEARANCES

Selected Appearances

- 6 Sommet, N. & Ehsan, A. (2025). Economic inequality does not equate to poor well-being or mental health. *Nature Research Briefing*. [10.1038/d41586-025-03833-8](https://doi.org/10.1038/d41586-025-03833-8)
- 5 Sommet, N., & Payne, J. (Upcoming). Seeing Black poverty, blaming Black people. *Character & Context* (the blog of the Society for Personality and Social Psychology).
- 4 Fadelli, I (2025, Aug). Cross-country study gathers new insight about the psychology of social class. *Medical Xpress*. [LINK ARTICLE](#)
- 3 Sommet, N., & Auger, V. (2023, May). Le sentiment de manque porte préjudice à la santé [Scarcity is detrimental to health]. *Psychoscope*. [LINK PROOF](#)
- 2 Sommet, N., (2023, May). Psychologie des inégalités [The psychology of inequality]. In Julien Magnollay (presenter), *Tribu*, RTS. [LINK RADIO PROGRAM](#)
- 1 Sommet, N., & Berent, J. (2022, July 27). Does porn harm or help? Gender could matter in a surprising way. In Matt Huston (Editor), *Psyche Magazine*. [LINK ARTICLE](#)

Other Appearances

[20 Minuti/Tio](#), [24Heures](#), [Allez Savoir](#), [Atlantico](#), [Big Think](#), [B.T.](#), [Business Day](#), [Cerveau & Psycho](#), [Corriere Del Ticino](#), [Charlie Hebdo](#), [Die Zeit](#), [ELLE](#), [El Espectador](#), [Estrategia de inversion](#), [Futura](#), [GHI](#), [Il Giornio](#), [InsideHook](#), [La Repubblica](#), [Libero Quotidiano](#), [MTV](#), [New York Post](#), [O Globo](#), [Phys.org](#), [Psyciencia](#), [PsyPost](#), *RTS* ([CQFD](#), [Tribu](#), [Nouvo News](#)), [RSI](#), [REISO](#), [SPSP](#)

9. EDITING & REVIEWING

Associate Editor

Jan. 2024 – Dec. 2026 [European Journal of Social Psychology](#)

Editorial Boards

Jan. 2022 – Jan. 2028 [Learning and Instruction](#)

Jan. 2023 – Jan. 2026 [Social Psychology of Education](#)

Jan. 2019 – Dec. 2024 [International Review of Social Psychology](#)

Reviewer

[Advances in Methods and Practices in Psychological Science](#), [British Journal of Educational Psychology](#), [British Journal of Social Psychology](#), [Educational Psychology: An International Journal of Experimental Educational Psychology](#), [Educational Psychology Review](#), [European Journal of Personality](#), [European Journal of Psychology of Education](#), [Frontiers in Psychology](#), [Group Processes & Intergroup Relations](#), [Instructional Science](#), [International Journal of Public Health](#), [International Review of Social Psychology / Revue Internationale de Psychologie Sociale](#), [Journal of Applied Social Psychology](#), [Journal of Educational Psychology](#), [Journal of Experimental Psychology: General](#), [Journal of Pacific Rim Psychology](#), [LIVES Working Papers](#), [Learning and Instruction](#), [Motivation and Emotion](#), [Motivation Science](#), [npj Science of Learning](#), [Personality and Social Psychology Bulletin](#), [Population Research and Policy Review](#), [Psychological Science](#), [Social Psychology of Education](#), [Swiss Journal of Social Psychology](#), [Swiss Political Science Review](#), [Quality of Life Research](#), [The Inquisitive Mind \(In-Mind\)](#), [Topics in Cognitive Psychology](#).

Granting Agencies

[ADRIPS Mobility Fellowship](#), [Social Sciences and Humanities Research Council of Canada](#), [Israel Science Foundation](#)

I0. COMMUNITY SERVICE

Institutional Commitment

Jul 2022 – Jul 2026	Elected member of the Executive Committee of ADRIPS (Webmaster)
Jan 2024 – Jul 2026	Participating in the organization of the EASP-GM 2026 (Leader of the Program Team)
Jan 2024 – Jul 2025	Participating in the organization of a three-day conference in Methods/Statistics (Strasbourg)
Sep 2023	Member of an SPSP delegation of psychologists at the United Nations
Sep 2019 – Sep 2023	Elected member of the intermediary body of my institute (Corps des Assistant-es de l'ISS)
Jan 2020 – Jan 2021	Leading member of a “think-tank” to address issues in thesis supervision in my institute
Jan 2017 – Jun 2020	Organization of the cycle of seminars of my department (LINES)
Jan – Jun 2017	Participating in the organization of the university open days (“Mystère de l’Unil”)
Jan 2016 – present	Full memberships EASP , ADRIPS , APA Division 15

Open Science

Sep 2022 – Sep 2024	Leading “ Stats to the Point ,” a project to create a series of videos on methods/statistics
Aug 2020 – present	Contributing to the large-scale replication project SCORE (i.e., taking care of one replication)
Jan 2017 – present	For all my papers, sharing of de-identified data, materials, and scripts (see FigShare & OSF)
Jul 2019 & Jun 2024	Actively participating in the SIPS Annual Meeting
Jul 2019	Acting as a consultant for a FORS Guide on pre-registration
Jan 2020	Involved in a workshop on data sharing in my department (21/01)
Jan 2019	Organizing a workshop on replication in my department (29/01)

I1. PROFESSIONAL SKILLS

Continuous Training

Jul 2019	Essex Summer School in Social Science Data Analysis: Longitudinal Data Analysis University of Essex (UK) Teacher: Prof. A. Neundorff
Aug 2014	EASP Summer School: Social Identity, Influence, and Deviance in Groups University of Lisbon (PT) Teacher: Profs. M. Hogg & J. Marques
Jul – Aug 2012	ICPSR Summer Program: Applied Multilevel Models University of Michigan (MI, US) Teacher: Prof. P. McManus & Dr. M. Vasseur

Skills

Theory	Achievement Motivation (Goals/Goal Complexes) · Approach/Avoidance · Attribution · Challenge/Threat Appraisals · Confirmation Bias · Cooperativeness · Exploitation/Reciprocity Orientation · Financial Scarcity · Institutional Trust · Life-Course Studies · Meritocracy · Morality & Cheating · Psychology of Competition · Psychology of Inequality · Poverty · Psychology of Pornography · Psychology of Social Class · Racial Inequality · Self-Determination Theory · Sense of Control · Social Comparison · Social Identity Theory · Social Interdependence · Social Power · Social Trust · Social Desirability/Utility · Socialization · Socio-Cognitive Conflict · Selection Function of School · Subjective Well-Being
Methods	Big Data · Contrast Analysis · CLPM & RI-CLPM · Equivalence Testing · Experimental Causal Chain · Experimental Designs (Between, Within, Mixed) · Fixed-Effects & Random-Effects Modeling · First-Difference Modeling · Growth Curve Modeling · Hierarchical & Cross-Classified Data · Large-Scale Projects (recruiting 10K+ participants) · Linear Regression · Logistic Regression · Mediation, Moderation, & Moderated Mediation · Meta-Analysis · Mixed Methods · Model Comparison Approach · Multilevel Analysis · Ordered Logistic Regression · Poisson & Negative Binomial Regression · Power Analysis (Main Effect, Interaction, Mediation, Higher Level Effects, etc.) · Programming · Repeated Measures · Replication · Secondary Data (e.g., BHPS, ESS, Gallup, GSS, IVS, IAT Data, ISSP, KGSS, PISA, SHARE, SHP) · Simulations · Specification Curve Analysis · SEM · Survey Designs (Cross-Sectional, Repeated Cross-Sectional, Longitudinal) · Twin Studies
Software	G*Power · jamovi · qualtrics · LimeSurvey · MLwiN · PSPP · R Studio · SPSS · STATA

12. CONTACT REFERENCES

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