


# NICOLAS SOMMET, PHD

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## ONE-PAGE OVERVIEW

### POSITIONS (see p. [2](#))

May 2024 – present	Research Officer   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	Post-Doctoral Fellow   University of Rochester (NY, US)
Sep 2014 – Sep 2015	Post-Doctoral Fellow   University of Geneva (CH)
Sep 2009 – Dec 2014	PhD Student and Teaching Assistant   University of Lausanne (CH)

### GRANTS (see p. [2](#))

6 grants, totaling over USD 1,000,000. Examples include:

- 2022 [AAP IdeX Innovations Pédagogiques 2022](#) | head of consortium | USD ≈35,000
- 2019 [Swiss National Science Foundation \(SNSF\) Ambizione Grant](#) | main applicant | USD ≈700,000
- 2019 [Swiss National Science Foundation Spark Grant](#) | with two co-applicants | USD ≈110,000







### 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. Chen - 2020-2023); 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 50 journal articles and chapters. Recent examples include:

- Batruch, A., \* **Sommet, N.**, \* & Autin, F. \* (2024). Advancing the psychology of social class with large-scale replications in four countries. *Nature Human Behaviour*. Accepted in principle as a registered report.  
- 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.  
- Sommet, N.**, Weissman, D. L., & Elliot, A. J. (2023). Income inequality predicts competitiveness and cooperativeness at school. *Journal of Educational Psychology*, 115, 173-191.  

### SCIENTIFIC COMMUNICATIONS (see p. [10](#))

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

- Jun 2023 *Can we trust the effects of economic inequality on trust?* 2023 EASP Preconference, Kraków, PL
- Feb 2023 *Inequality foster an ethos of competitiveness at school.* 2023 SPSP Preconference, Atlanta, US

### MEDIA APPEARANCES (p. [13](#))

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. [14](#))

Associate Editor at [EJSP](#) (2024-26); member of three boards: [SPE](#) (2023-26), [L&I](#) (2022-25), & [IRSP](#) (2019-24)  
Elected member of the EC of [ADRIPS](#) (the largest French-speaking social psychology society)

## I. EDUCATION

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- 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

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- May 2020 – present**    **Research Officer**  
LIVES Centre, University of Lausanne (CH)
- Jan 2025 – Sep 2025**    **SNSF Senior Researcher**  
Education and Training Observatory (OBSEF), University of Lausanne (CH)
- May 2020 – present**    **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**    **Post-Doctoral Fellow | Visiting Scholar**  
Department of Psychology, University of Rochester (NY, US)  
Host Professor: Prof. Andrew J. Elliot
- Sep. 2014 – Sep. 2015**    **Post-Doctoral 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

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- 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  
*Création d'une série de vidéos pour informer des bonnes pratiques de recherche en psychologie*
- 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 \(SNFS\) 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

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### As a Substitute Professor

<b>Spring 2025</b>	<b>Life-Course Analysis Methods</b> 36 hours, Bachelor Program, University of Lausanne (CH) Cross-sectional/Longitudinal survey · linear/logistic regression · social inequality
<b>Autumn 2019</b>	<b>Introduction to Research Methods</b> [ <a href="#">100% student satisfaction</a> ] 18 hours, Bachelor Program ( <a href="#">P@ Sample</a> ), University of Lausanne (CH) Open science · observational/experimental data · internal/external validity · social inequality
<b>Autumn 2022</b>	<b>Life Course and Vulnerability</b> [ <a href="#">100% student satisfaction</a> ] 66 hours, Master Program ( <a href="#">P@ Sample</a> ), 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.*

<b>Sep 2016 – 2020</b>	<b>Life Course and Vulnerability</b> 66 hours × 4 semesters ( <a href="#">P@ Sample</a> ), Master Program, University of Lausanne (CH) Inferential statistics ( $B$ , 95% CI, $p$ ) · psychometrics (ACP, $\alpha$ , $\kappa$ ) · well-being · inequality
<b>Sep 2016 – 2020</b>	<b>Mixed Methods in Education</b> 56 hours × 4 semesters ( <a href="#">P@ Sample</a> ), Bachelor Program, University of Lausanne (CH) Pragmatic · psychometrics · quantitative & qualitative methods · questionnaire building
<b>Jan 2011 – Jun 2011</b>	<b>Social Psychology - Research</b> 28 hours × 1 semester, Bachelor Program, University of Lausanne (CH) Experimental design · descriptive/inferential statistics · social identity
<b>Jan 2009 – Aug 2014</b>	<b>Dynamics of Motivation and Conflict</b> 28 hours × 10 semesters, Master Program, EPFL (CH) All types of designs · descriptive/inferential statistics · achievement motivation

### Interventions in Doctoral Programs

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








































### Supervision














































<b>PhD Student</b>	<a href="#">Mengling Chen</a> (2020-2024; defended her thesis in Dec. 2023)
<b>In-Doc &amp; Junior Scholars</b>	<a href="#">Ocyndia Rudman</a> (2023), <a href="#">Nele Claes</a> (2020), <a href="#">Alfredo Rossi</a> (2020-21), <a href="#">Youngju Kim</a> (2019)
<b>Research Interns</b>	Cindy Courtiller (2020-2021), Karel Heritier (2018), and countless RAs and SAs
<b>Master's Students</b>	Laura Bachmann (2023-2024), Timothy Valenti (2023-ongoing), Amélie Baudère (2014-2016), and countless master's students at the EPFL (2009-2014)

## 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).

- 47 ▪ ◦ Batruch, A.,<sup>†</sup> **Sommet, N.**,<sup>†</sup> & Autin, F.<sup>†</sup> (2024). Advancing the psychology of social class with large-scale replications in four countries. <sup>†</sup>Authors are co-first authors  
 *Nature Human Behaviour*. In-principle acceptance as a registered report.  
 [10.31219/osf.io/yvxqb](https://doi.org/10.31219/osf.io/yvxqb)  [PDF](#)  [OSF](#)
- 46 ◦ Darnon, C., **Sommet, N.**, Normand, A., Manstead, A. (2024). Selection in education: A barrier to reducing the SES achievement gap?  
 *Journal of Social Issues*. Accepted for publication.  
 [JOSI-06-24-0045](https://doi.org/10.1006/0000000000000000)
- 45 ▪ ◦ 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](#)
- 44 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](#)
- 43 ▪ **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](#)
- 42 ▷ **Sommet, N.**, Weissman, D. L., Cheutin, N., & Elliot, A. J. (2024). 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*. Advance online publication.  
 [10.1177/25152459231178728](https://doi.org/10.1177/25152459231178728)  [PDF](#)  [OSF](#)  Web app: [INTxPower](#)
- 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 ▪ Kim, Y., & **Sommet, N.** (2024). Income is a stronger predictor of subjective social class in more economically unequal places.  
 *Personality and Social Psychology Bulletin*. Advance online publication.  
 [10.1177/01461672231210772](https://doi.org/10.1177/01461672231210772)  [PDF](#)  [OSF](#)
- 39 ◦ 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](#)
- 38 ▶ 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](#)
- 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 Vuletich 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.  
 [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.  
 [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.  
 [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.  
 [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.  
 [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.  
 [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.  
 [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.  
 [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.  
 [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.  
 [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*, 1, 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*, 9, 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'Huilier, 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.  
 doi [10.1111/jssr.12337](https://doi.org/10.1111/jssr.12337)  PDF
- 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.  
 *Teaching Innovation*, 28, 15-35.  
 doi [10.5937/inovacije1503015B](https://doi.org/10.5937/inovacije1503015B)  PDF
- 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

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- 6 ▶ **Sommet, N., & Payne, K.** (*revise & resubmit*). Black poverty leads White Americans to blame racial inequality on Black Americans themselves.  
 *Social Psychological and Personality Science*
- 5 ▶ **Sommet, N., Rudmann, O., Pillaud, V., & Butera, F.** (*revise & resubmit*). Team performance goals and team performance: A multiconceptualization approach.  
 *Group Processes & Intergroup Relation*
- 4 ▪ ◦ Liu, W., **Sommet, N., & Du, H.** (*sent for external reviews*). Sleepless nights in an unequal world: Perceived economic inequality is linked to poorer sleep quality.  
 *Health Psychology*
- 2 Figureau, T., Priolo, D., Slegers, W. W. A., DeMarree, K. G., Ghasemi, O., Mauduy, M., Ross, R. M., Sætrevik, B., Schmidt, K., **Sommet, N., ...**, Vaidis, D. C. (*submitted*). Cognitive dissonance, self-construal, and culture in the induced compliance paradigm.  
 *Journal of Experimental Social Psychology*
- 1 ▪ ◦ Claes, N., Smeding, A., & **Sommet, N.** (*submitted*). Does induced economic inequality reduce the self-efficacy of students from lower social classes? The role of competitiveness.  
 *Journal of Experimental Social Psychology*



## 6. BOOK CHAPTERS AND COMMENTARY

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- 7 ▶ Elliot, A. J., & **Sommet**, N. (2024). *Needed: Clear definition and hierarchical integration of motivation constructs*. Invited commentary on “A critique of motivation constructs to explain higher-order behavior: We should unpack the black box.” Behavioral and Brain Sciences.
- 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.  
 ISBN [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.  
 ISBN [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.  
 ISBN [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.), *Conflicts Constructifs, Conflicts Destructifs. Regards psychosociaux* (pp. 67-84). Editions Antipodes.  
 ISBN [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.  
 doi [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.  
 doi [10.3917/puf.brgeo.2011.01.0285](#)  [PDF](#)

## Thesis

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**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

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### Invited Talks

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- 16 Sommet, N. (2025, Aug). *Causality as a Continuum of Plausibility Rather than a Dichotomy*. [LIVES Science, Sports and Drinks 2024](#), Lausanne, CH.
- 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 lead 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

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#### 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 15<sup>th</sup> Conference of the Swiss Psychological Society \(SPS SGP SSP\)](#), Lausanne, CH.

#### Oral Communications

- 35 Sommet, N. (2024, July). *Interactions et puissance statistique*. In D. Vaidis, *Post-Crise de la Réplication ? Nouvelles Pratiques, Conséquences et Perspectives*. [15<sup>th</sup> 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 Center 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?* 14<sup>th</sup> 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 numerus clausus on mastery goals*. [9<sup>th</sup> 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*. 12<sup>th</sup> 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*. [16<sup>th</sup> 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%*. 17<sup>th</sup> 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*. [14<sup>th</sup> Congress of the SPSP](#), New-Orleans, LA, US.

## 8. MEDIA APPEARANCES

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### Selected Appearances

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- 5 Sommet, N., & Auger, V. (2023, May). Le sentiment de manque porte préjudice à la santé [Scarcity is detrimental to health]. *Psychoscope*. [LINK PROOF](#)
- 4 Sommet, N., (2023, May). Psychologie des inégalités [The psychology of inequality]. In Julien Magnollay (presenter), *Tribu*, RTS. [LINK RADIO PROGRAM](#)
- 3 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](#)
- 2 Thalmann, Y.-A. (2022, April 16). Quand le porno est libérateur [When porn is liberating]. *Cerveau & Psycho* (No. 143). [LINK ARTICLE](#)
- 1 Hernandez J. (2021, Feb 2). Pouvons-nous contrer notre biais de confirmation ? [Can we counteract our confirmation bias?]. *Futura*. [LINK ARTICLE](#)

### Other Appearances

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[20 Minuti/Tio](#), [24Heures](#), [Allez Savoir](#), [Atlantico](#), [Biq Think](#), [Business Day](#), [Corriere Del Ticino](#), [Charlie Hebdo](#), [B.T.](#), [Die Zeit](#), [ELLE](#), [Il Giorno](#), [GHI](#), [InsideHook](#), [La Repubblica](#), [Libero Quotidiano](#), [MTV](#), [New York Post](#), [Psyciencia](#), [PsyPost](#), [Psychoscope](#) (upcoming), *RTS* ([CQFD](#), [Tribu](#), [Nouvo News](#)), *RSI*, *REISO*

## 9. EDITING & REVIEWING

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### Editorial Boards

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

### Editorial Boards

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

Jan. 2022 – Jan. 2025 [Learning and Instruction](#)

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

### Reviewer

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[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](#), [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

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



## 10. COMMUNITY SERVICE

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### Institutional Commitment

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Jul 2022 – Jul 2025	Elected member of the Executive Committee of <a href="#">ADRIPS</a> (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 – ongoing	Member of an <a href="#">SPSP</a> delegation of psychologists at the 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   <a href="#">EASP</a> , <a href="#">ADRIPS</a> , <a href="#">APA Division 15</a>

### Open Science

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Sep 2022 – Sep 2024	Leading “ <a href="#">Stats to the Point</a> ,” a project to create a series of videos on methods/statistics
Aug 2020 – present	Contributing to the large-scale replication project <a href="#">SCORE</a> (i.e., taking care of one replication)
Jan 2017 – present	For all my papers, sharing of de-identified data, materials, and scripts (see <a href="#">my FigShare</a> & <a href="#">my OSF</a> )
Jul 2019 & June 2024	Actively participating in the <a href="#">SIPS Annual Meeting</a>
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)

## 11. PROFESSIONAL SKILLS

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### Continuous Training

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

### Skills

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**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-CPLM · 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, 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<sup>™</sup> •  LimeSurvey •  MLWIN •  PSPP •  R Studio •  SPSS •  STATA



## 12. CONTACT REFERENCES

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