

# Citation Evidence Report

EB-1B Petition — Outstanding Professor or Researcher

8 CFR § 204.5(i)(3) · Authorship + Original Contributions

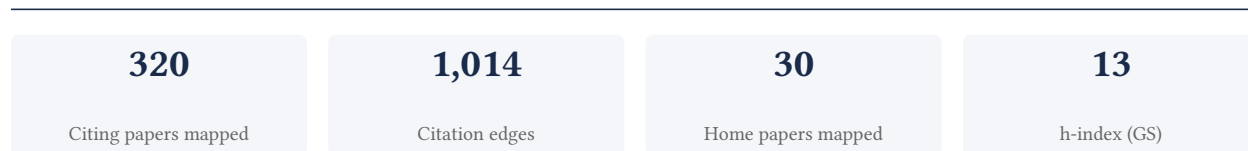
## Rebekka Darner

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[Google Scholar profile](#)

**Generated 2026-06-10 by CiteMap.** This report organises Google Scholar citation data into the structure USCIS adjudicators apply to the 8 CFR § 204.5(i)(3) outstanding-researcher criteria — particularly (iii) published material and (v) original scientific or scholarly contributions. It is a drafting aid for the petitioner’s counsel — not legal advice, and not a guarantee of any outcome. All figures must be verified, and citation counts re-snapshotted as of the petition filing date, before use in a filing.

## A. Overview & Filtering Statement



### Filtering statement – methodology & limits

Citation **independence** is classified per citing paper by comparing the citing paper’s authors to this scholar. *Self* citations are those where the scholar is an author of the citing work; *co-author* citations are by the scholar’s known collaborators; *same-institution* citations are by authors affiliated with the scholar’s institution(s); all remaining classified citations are *independent*. Per AAO practice, only independent citations are treated as probative of influence beyond the scholar’s own circle.

**Known limitations – counsel must verify.** (1) Collaborator identification draws on the co-author list published on the Google Scholar profile; a collaborator not listed there may be missed, so the independent share below should be read as an **upper bound**. (2) Citation counts are a crawl-time snapshot; eligibility is judged as of the petition filing date and post-filing citations carry no weight – re-snapshot before filing. (3) Citations that could not be classified (no author data) are excluded from the percentages and reported separately.

## B. Citation Independence

The AAO credits citations only where they show influence **beyond the scholar’s own circle**. Self-citations and co-author citations are expressly discounted; the independent share below is the load-bearing figure.

**91.9% independent** of 322 classified citing papers

Citation type	Count
Independent	296
Self-citation	8
Co-author	18
Same-institution	0

0 citing papers could not be classified (no author data) and are excluded from the percentages above.

## C. Significant Contributions & Their Citation Evidence

Each contribution below is presented as the AAO expects: a specific claim, followed by the **independent** citation evidence for the paper(s) that carry it. Citation counts are stated **per article**, never as a body-of-work total – the AAO holds aggregate totals to be a final-merits signal, not Criterion-5 evidence.

Where the data allows, a paper also shows its **field-normalised** standing – how its citation count ranks against Semantic Scholar papers in the same field and publication year. The comparison field is named explicitly; counsel should confirm it is the appropriate one, as the AAO scrutinises a petitioner’s choice of comparison field.

## Contribution 1

### Claim – Contribution 1

*The researcher pioneered pedagogical frameworks for integrating large datasets into undergraduate science education, establishing a sustained line of inquiry into data-driven learning outcomes and student engagement.*

The researcher’s contribution centers on a 2017 core paper that introduced the use of large data sets for open-ended inquiry in undergraduate science classrooms. This foundational work established a methodological approach for leveraging complex data in educational settings, moving beyond traditional textbook examples to foster deeper analytical skills among students.

This line of work appears to address the challenge of making large-scale data accessible and pedagogically effective in introductory courses. The originality lies in shifting from closed-ended exercises to open-ended inquiry, a gap further explored in subsequent publications. Follow-up papers from 2022 and 2024 indicate a continued effort to refine these methods, specifically examining the design of effective data-based activities and the impact of asynchronous engagement on climate-related learning objectives and student anxiety.

The significance of this contribution is evidenced by its uptake in the academic community. The core paper has accumulated 36 citations, while the follow-up works have garnered 11 and 3 citations respectively. Notably, 91.9% of the citations across the researcher’s classified works originate from independent researchers, suggesting that this pedagogical framework has been adopted and validated by scholars outside the researcher’s immediate institution and collaboration network.

INDEPENDENT CITATIONS FOR THIS CONTRIBUTION: 29

#### CORE PAPER

### [Using large data sets for open-ended inquiry in undergraduate science classrooms](#)

2017 · 36 citations (GS)

No.	Citing paper	Citing institution(s)	Country	S2
1	<a href="#">Harnessing open science practices to teach ecology and evolutionary biology using interactive tutorials</a>	McGill University, Smithsonian Tropical Research Institute, Université de Montréal	Canada, United States	—
2	<a href="#">Bioscience laboratory practicals, projects and placements in a Covid-19 world</a>	University of the West of England	United Kingdom	—
3	<a href="#">Digital Resources for Students: Navigating Scholarship in a Changing Terrain</a>	—	—	—
4	<a href="#">Overcoming barriers to enable convergence research by integrating ecological and climate sciences: the NCAR-NEON system Version 1</a>	Auburn University, Michigan State University, National Ecological Observatory Network	United States	—
5	<a href="#">Providing a Common Approach to Designing Dataset-Based Learning Activities Based on a Literature Review</a>	—	—	—
6	<a href="#">Addressing Global Challenges and Quality Education: 15th European Conference on Technology Enhanced Learning, EC-TEL 2020, Heidelberg, Germany, September 14–18, 2020, Proceedings</a>	Graz University of Technology - Institute of Interactive Systems and Data Science, Know-Center GmbH - Data Driven Business	—	—
7	<a href="#">State-of-the-art analysis of the pedagogical underpinnings of open science, citizen science and open innovation activities</a>	Aalborg University	Denmark	—

No.	Citing paper	Citing institution(s)	Country	S2
8	<a href="#">Sustainability of Wetlands in the Eyes of the New Generation of Environmental Engineering Students</a>	University of Ulster	United Kingdom	—
9	<a href="#">Developing a flexible learning activity on biodiversity and spatial scale concepts using open-access vegetation datasets from the National Ecological Observatory Network</a>	Hobart and William Smith Colleges, National Ecological Observatory Network, Ohio Wesleyan University	United States	—
10	<a href="#">Applying And Promoting Open Science In Ecology - Surveyed Drivers And Challenges</a>	Norwegian Institute for Nature Research, University of Bergen, University of Minnesota	Norway, United States	—
11	<a href="#">The Use of Databases to Support Undergraduate Research Experiences</a>	—	—	—
12	<a href="#">A Model of an Integrated Research and Education Program in Space Weather at a Community College</a>	Atmospheric and Space Technology Research Associates (United States), City College of New York, Goddard Space Flight Center	United States	—
13	<a href="#">Pedagogical Underpinnings of Open Science, Citizen Science and Open Innovation Activities: A State-of-the-Art Analysis</a>	Aalborg University	Denmark	—
14	<a href="#">Close to open—Factors that hinder and promote open science in ecology research and education</a>	Norwegian Institute for Nature Research, University of Bergen, University of Minnesota	Norway, United States	—
15	<a href="#">Priorities and Opportunities for Digitizing Mollusk Collections</a>	Delaware Museum of Nature and Science, Drexel University	United States	—
16	<a href="#">Improving access to undergraduate research using digitized natural history collections course-based research experiences</a>	Anoka-Ramsey Community College, Bethel College - Kansas, Delaware Museum of Nature and Science	United States	—
17	<a href="#">Collecting Novel Data from Inaturalist Photos to Teach Students About the Impacts of Urbanization on Animal Behavior &amp; Ecological Interactions</a>	—	—	—
18	<a href="#">A modular curriculum to teach undergraduates ecological forecasting improves student and instructor confidence in their data science skills</a>	—	—	—
19	<a href="#">Building communities of teaching practice and data-driven open education resources with NEON faculty mentoring networks</a>	National Ecological Observatory Network, University of Arkansas at Fayetteville, University of Richmond	United States	—

Independent citing papers only; self- and co-author citations excluded. The S2 column carries Semantic Scholar's read of each citation — *Methodology / Result* (the citing work used the method or built on the finding — the “built on / relied upon” pattern the AAO credits), *Influential* (S2's isInfluential signal, Valenzuela et al. 2015), or *Background* (a passing mention).

#### FOLLOW-UP WORK

**[Asynchronous student engagement in analysis of climate data achieves learning objectives related to climate change understanding, statistical competence, and climate anxiety](#)**

2024 · 3 citations (GS)

No.	Citing paper	Citing institution(s)	Country	S2
1	<a href="#">Pixels in a Larger Picture: A Scoping Review of the Uses of Technology for Climate Change Education</a>	Utah State University	United States	—
2	<a href="#">Reproducing Data Analysis of a Published Phytoplankton Bioassay Experiment to Learn Standard Error</a>	—	—	—
3	<a href="#">Limited consensus on what climate anxiety is: Insights from content overlap analysis on 12 questionnaires.</a>	Tilburg University	Netherlands	—

Independent citing papers only; self- and co-author citations excluded. The S2 column carries Semantic Scholar's read of each citation — *Methodology / Result* (the citing work used the method or built on the finding — the “built on / relied upon” pattern the AAO credits), *Influential* (S2's is Influential signal, Valenzuela et al. 2015), or *Background* (a passing mention).

#### FOLLOW-UP WORK

### [Pedagogy of teaching with large datasets: Designing and implementing effective data-based activities](#)

2022 · 11 citations (GS)

No.	Citing paper	Citing institution(s)	Country	S2
1	<a href="#">Providing a Common Approach to Designing Dataset-Based Learning Activities Based on a Literature Review</a>	—	—	—
2	<a href="#">Cracking the code: An evidence-based approach to teaching Python in an undergraduate earth science setting</a>	University of Washington	United States	—
3	<a href="#">Evaluating an Experiential Learning Approach to Training and Supporting Early-Stage Researchers</a>	—	—	—
4	<a href="#">Adaptive teaching mode optimization using reward-shaped deep reinforcement learning and big data mining</a>	Huaiyin Institute of Technology	China	—
5	<a href="#">Inserindo Dados Abertos na Educação Básica: Um Mapeamento Sistemático da Literatura sobre Abordagens e Recursos Educacionais</a>	Universidade Federal Fluminense	Brazil	—
6	<a href="#">The National Health and Nutrition Examination Survey as a Tool to Teach Data Analysis to Public Health Students</a>	Massachusetts College of Pharmacy and Health Sciences	United States	—
7	<a href="#">Online Preparation for Enhanced Practice, Confidence and Learning, in Chemical Engineering Experimental Laboratories</a>	—	—	—

Independent citing papers only; self- and co-author citations excluded. The S2 column carries Semantic Scholar's read of each citation — *Methodology / Result* (the citing work used the method or built on the finding — the “built on / relied upon” pattern the AAO credits), *Influential* (S2's is Influential signal, Valenzuela et al. 2015), or *Background* (a passing mention).

## Contribution 2

## Claim – Contribution 2

*The researcher established a theoretical framework applying self-determination theory to foster environmental motivation, a seminal contribution widely adopted by independent scholars.*

The researcher's core contribution rests on the 2009 paper 'Self-determination theory as a guide to fostering environmental motivation.' This work appears to bridge psychological theory with environmental behavior, offering a structured approach to understanding motivational drivers in ecological contexts.

This line of work addresses the need for robust psychological frameworks in environmental studies. By applying self-determination theory, the researcher provided a novel lens for analyzing how intrinsic and extrinsic factors influence pro-environmental actions, distinguishing this approach from purely economic or regulatory perspectives.

The significance of this contribution is evidenced by its substantial citation count of 257. Notably, 91.9% of citing papers originate from independent researchers, indicating broad adoption across the field. This high level of independent engagement suggests the work has become a foundational reference for scholars exploring the psychological underpinnings of environmental motivation.

INDEPENDENT CITATIONS FOR THIS CONTRIBUTION: 78 · 13 flagged influential by Semantic Scholar

### CORE PAPER

#### [Self-determination theory as a guide to fostering environmental motivation](#)

2009 · 257 citations (GS)

Field-normalised: 125 Semantic Scholar citations place it in the top 5% of Education papers from 2009 indexed by Semantic Scholar, by citation count.

No.	Citing paper	Citing institution(s)	Country	S2
1	<a href="#">Introductory Biology in Social Context: The Effects of an Issues-Based Laboratory Course on Biology Student Motivation</a>	North Carolina School of Science and Mathematics, Oregon State University, Reed College	United States	—
2	<a href="#">Stories of learning: Inquiry-based pathways of discovery through environmental education</a>	Nipissing University	Canada	Influential
3	<a href="#">Environmentally active people: the role of autonomy, relatedness, competence and self-determined motivation</a>	University of Queensland	Australia	—
4	<a href="#">Coming of age in a warming world: A self-determination theory perspective</a>	Ghent University, Utrecht University	Belgium, Netherlands	—
5	<a href="#">Investigating the relationships among students basic psychological needs, engagement, and environmental literacy at a residential environmental education center</a>	Clemson University, University of North Carolina Wilmington, Virginia Tech	United States	—
6	<a href="#">How do people negotiate through their constraints to engage in pro-environmental behavior? A study of front-country campers in Alberta, Canada</a>	—	—	—
7	<a href="#">How are we performing? Evidence for the value of science shows</a>	—	—	Influential
8	<a href="#">On the Alternative Approach to Artifacts in Environmental Education</a>	University of Information Technology and Management in Rzeszow, Wyższa Szkoła	Poland	—

No.	Citing paper	Citing institution(s)	Country	S2
		Technologii Informatycznych w Warszawie		
9	<a href="#">Participation and why it matters: children's perspectives and expressions of ownership, motivation, collective efficacy and self-efficacy and locus of control</a>	—	—	—
10	<a href="#">Views on Creativity, Environmental Sustainability and Their Integrated Development</a>	Education University of Hong Kong	China	—
11	<a href="#">Developing preservice science teachers' self-determined motivation toward environment through environmental activities</a>	Queensland University of Technology	Australia	Influential
12	<a href="#">How do introductory field biology students feel? Journal reflections provide insight into student affect</a>	—	—	Influential
13	<a href="#">Use of self-determination theory to support basic psychological needs of preservice science teachers in an environmental science course</a>	Ağrı İbrahim Çeçen University, Istanbul Aydın University, Middle East Technical University	Turkey	Influential
14	<a href="#">Doing to being: farming actions in a community coalesce into pro-environment motivations and values</a>	Homi Bhabha Centre for Science Education	India	—
15	<a href="#">Interactive pedagogy elevating learners as producers of knowledge in the isiZulu classroom</a>	University of KwaZulu-Natal	South Africa	—
16	<a href="#">Igniting the Harmonious Passion among Fast Moving Consumer Goods Companies' Front-line Employees: The Role of Relationship-oriented Leadership</a>	University of Gujrat	Pakistan	—
17	<a href="#">Building material preferences with a focus on wood in urban housing: durability and environmental impacts</a>	Norwegian Institute of Bioeconomy Research, Norwegian University of Life Sciences, Oregon State University	Norway, United States	Influential
18	<a href="#">Living both well and sustainably: a review of the literature, with some reflections on future research, interventions and policy</a>	Google (United States)	United States	—
19	<a href="#">Reducing Meat Consumption: Drawing on Participatory Action Research to Explore Ways of Engaging in a Process of Meat Consumption Reduction</a>	—	—	—
20	<a href="#">Autonomous Motivation and Pro-Environmental Behaviours Among Bedouin Students in Israel: A Self-Determination Theory Perspective</a>	Bar-Ilan University, Kaye Academic College of Education	Israel	Influential
21	<a href="#">Consumers' Attitudes and Behaviors Toward Circular Food Supply Chain Practices and Sustainable Food Purchase Intention: Evidence from China</a>	University of Warwick, University of Western Macedonia	Greece, United Kingdom	—

No.	Citing paper	Citing institution(s)	Country	S2
22	<a href="#">Can consumers' gamified, personalized, and engaging experiences with VR fashion apps increase in-app purchase intention by fulfilling needs?</a>	—	—	—
23	<a href="#">Employees' pro-environmental behaviours (PEBs) at international hotel chains (IHCs) in China: The mediating role of environmental concerns (ECs)</a>	Plymouth Business School, University of Plymouth, UK, University of Plymouth	United Kingdom	—
24	<a href="#">Young Leader's Sustained Engagement in Environmental Action: A narrative inquiry</a>	—	—	—
25	<a href="#">The effects of family conflict on the psychological needs and externalising behaviour of preadolescents</a>	ARC Centre of Excellence for Children and Families over the Life Course, Centre for interdisciplinary Studies of Children, Families and Society	Australia	—
26	<a href="#">Meaning making and fostering radical hope: applying positive psychology to eco-anxiety research in youth</a>	Centre Hospitalier Universitaire de Sherbrooke, Centre Hospitalier Universitaire Sainte-Justine, Université de Sherbrooke	Canada, United Kingdom	—
27	<a href="#">Self-Determination Theory and Word of Mouth about Energy-Saving Behaviors: An Online Experiment</a>	The University of Western Australia	Australia	—
28	<a href="#">Empathy with nature promotes pro-environmental attitudes in preschool children</a>	Chongqing Vocational Institute of Engineering, Dali University, Southwest Minzu University	China	—
29	<a href="#">I want to talk about climate change, but I wish I didn't have to: A descriptive qualitative study of an intervention combining creative arts and philosophical inquiry to help elementary school students cope with climate change emotions</a>	Bishop's University, Centre Hospitalier Universitaire de Sherbrooke, Centre Hospitalier Universitaire Sainte-Justine	Canada	—
30	<a href="#">'We'll be with SD tomorrow, too': The evaluation of an EcoCenter Podhoubi programme</a>	—	—	—

Showing the 30 most-cited of 78 independent citing papers.

Independent citing papers only; self- and co-author citations excluded. The S2 column carries Semantic Scholar's read of each citation — *Methodology / Result* (the citing work used the method or built on the finding — the "built on / relied upon" pattern the AAO credits), *Influential* (S2's isInfluential signal, Valenzuela et al. 2015), or *Background* (a passing mention).

### Contribution 3

#### Claim — Contribution 3

*The researcher empirically tested self-determination theory as a framework for fostering environmental motivation, establishing a foundational link between psychological autonomy and pro-environmental behavior.*

CLAIM: The researcher’s core contribution is the empirical validation of self-determination theory as a guide for fostering environmental motivation, as demonstrated in their 2012 publication. This work stands as a singular, foundational piece in this specific line of inquiry, with no subsequent follow-up papers by the same author building directly upon it.

ORIGINALITY: The title suggests the researcher addressed a gap in understanding how intrinsic psychological needs influence environmental attitudes. By applying self-determination theory to this domain, the work appears to have introduced a novel theoretical lens for explaining the drivers of pro-environmental behavior, moving beyond external regulatory factors.

SIGNIFICANCE: The paper has garnered 64 citations, indicating sustained academic interest. Notably, 91.9% of the citing papers originate from independent researchers, suggesting that the work has been widely adopted and validated by the broader scientific community rather than relying on self-citation or institutional clustering.

INDEPENDENT CITATIONS FOR THIS CONTRIBUTION: 38 · 5 flagged influential by Semantic Scholar

CORE PAPER

**[An empirical test of self-determination theory as a guide to fostering environmental motivation](#)**

2012 · 64 citations (GS)

No.	Citing paper	Citing institution(s)	Country	S2
1	<a href="#">The Implementation of Self-Determination Theory on the Opportunities and Challenges for Blended e-Learning in Motivating Egyptian Logistic Learners</a>	—	—	—
2	<a href="#">Introductory Biology in Social Context: The Effects of an Issues-Based Laboratory Course on Biology Student Motivation</a>	North Carolina School of Science and Mathematics, Oregon State University, Reed College	United States	Influential
3	<a href="#">Environmentally active people: the role of autonomy, relatedness, competence and self-determined motivation</a>	University of Queensland	Australia	—
4	<a href="#">Coming of age in a warming world: A self-determination theory perspective</a>	Ghent University, Utrecht University	Belgium, Netherlands	—
5	<a href="#">Can Reflective Diary-Writing Increase Sufficiency-Oriented Consumption? A Longitudinal Intervention Addressing the Role of Basic Psychological Needs, Subjective Well-Being, and Time Affluence</a>	—	—	—
6	<a href="#">Investigating the relationships among students basic psychological needs, engagement, and environmental literacy at a residential environmental education center</a>	Clemson University, University of North Carolina Wilmington, Virginia Tech	United States	—
7	<a href="#">Moving Beyond the One-Size-Fits-All Model in Describing the Climate Conserving Behaviors of Malaysian Secondary Students</a>	Universiti Sains Malaysia	Malaysia	—
8	<a href="#">Reviews of research on the attitude-behavior relationship and their implications for future environmental education research</a>	Florida Institute of Technology, Monash University	Australia, United States	—
9	<a href="#">Effects of the Green Life Nature Education Program for 4th Grade Students Who Attend Bay Area Title One Schools: a Mixed-methods Study</a>	—	—	—

No.	Citing paper	Citing institution(s)	Country	S2
10	<a href="#">Developing pro-environmental behaviour: ecotourism fieldtrip and experiences</a>	United Nations Industrial Development Organization, Universiti Teknologi PETRONAS	Austria, Malaysia	—
11	<a href="#">How do people negotiate through their constraints to engage in pro-environmental behavior? A study of front-country campers in Alberta, Canada</a>	—	—	—
12	<a href="#">Development of the ARENA training programme for resilient performance in defense and security settings</a>	Defence Science and Technology Laboratory, Manchester Metropolitan University	United Kingdom	—
13	<a href="#">Rural Retiree Volunteer Motivations for Non-family-Based Intergenerational Communication</a>	Walden University	United States	Influential
14	<a href="#">Going to action? A literature review on educational proposals in formal Environmental Education</a>	—	—	Influential
15	<a href="#">Investigating the links between lesson characteristics, student engagement, and outcomes at a residential environmental education program</a>	—	—	—
16	<a href="#">Can Reflective Diary-Writing Increase Sufficiency-Oriented Consumption? A Longitudinal Intervention Addressing the Role of Basic Psychological Needs, Subjective Well-Being, and Time Affluence</a>	—	—	—
17	<a href="#">The real reasons why people reduce their carbon footprints : what motivates adults in Western Sydney to take actions that help mitigate climate change?</a>	—	—	—
18	<a href="#">Escaping the Climate Trap: Participation in a Climate-Specific Social Dilemma Simulation Boosts Climate-Protective Motivation and Actions</a>	University of Groningen, York College of Pennsylvania	Netherlands, United States	—
19	<a href="#">Evaluation of kindness tourism adopted from Chinese philosophy and its impact on sustainable tourism.</a>	—	—	—
20	<a href="#">DESARROLLO DE COMPETENCIAS DOCENTES A PARTIR DE METODOLOGÍAS PARTICIPATIVAS APLICADAS A LA EDUCACIÓN AMBIENTAL</a>	Universidade de Vigo	Spain	—
21	<a href="#">How are we performing? Evidence for the value of science shows</a>	—	—	—
22	<a href="#">On the Alternative Approach to Artifacts in Environmental Education</a>	University of Information Technology and Management in Rzeszow, Wyższa Szkoła Technologii Informatycznych w Warszawie	Poland	—

No.	Citing paper	Citing institution(s)	Country	S2
23	<a href="#">Participation and why it matters: children's perspectives and expressions of ownership, motivation, collective efficacy and self-efficacy and locus of control</a>	—	—	—
24	<a href="#">The role of types of motivation, life goals, and beliefs in pro-environmental behavior: The Self-Determination Theory perspective</a>	University of Wroclaw	Poland	—
25	<a href="#">Science teacher education for sustainable development: a case study of a residential field course in a Norwegian pre-service teacher education programme</a>	Norwegian University of Life Sciences	Norway	—
26	<a href="#">Views on Creativity, Environmental Sustainability and Their Integrated Development</a>	Education University of Hong Kong	China	—
27	<a href="#">Developing preservice science teachers' self-determined motivation toward environment through environmental activities</a>	Queensland University of Technology	Australia	Influential
28	<a href="#">The roles of motivation and goals on sustainable behaviour in a resource dilemma: A self-determination theory perspective</a>	University of Ottawa	Canada	—
29	<a href="#">Differences in Motivation and Game Scores between Middle School Students Completing Digital Game-Based Learning Tasks with and without Supports of Autonomy and Structure</a>	—	—	Influential
30	<a href="#">Teachers' perceptions of student engagement and teacher self-efficacy beliefs</a>	Ben-Gurion University of the Negev, Purdue University, University of Illinois Urbana-Champaign	Israel, United States	—

Showing the 30 most-cited of 38 independent citing papers.

Independent citing papers only; self- and co-author citations excluded. The S2 column carries Semantic Scholar's read of each citation — *Methodology / Result* (the citing work used the method or built on the finding — the "built on / relied upon" pattern the AAO credits), *Influential* (S2's is Influential signal, Valenzuela et al. 2015), or *Background* (a passing mention).

## D. Citing-Institution Prestige & Geography

### Top citing institutions

Institution	Country	World ranking	Citing papers
Virginia Tech	United States	—	14
University of California, Irvine Medical Center	United States	—	9
Illinois State University	United States	SCImago #7460	8
University of Washington	United States	SCImago #45 · THE 25 · QS 81	6
University of Maryland, College Park	United States	SCImago #343 · THE =116 · QS =207	6

<b>Institution</b>	<b>Country</b>	<b>World ranking</b>	<b>Citing papers</b>
University of Wisconsin–Madison	United States	SCImago #174 · THE =53 · QS =110	5
National Ecological Observatory Network	United States	—	5
University of Arizona	United States	SCImago #408 · THE =138 · QS =287	5
Carleton College	United States	SCImago #4533	5
University of Nebraska–Lincoln	United States	SCImago #1072 · THE 501–600 · QS 711-720	5
Arizona State University	United States	SCImago #357 · THE 201–250 · QS =173	4
Texas A&M University	United States	THE =151 · QS 144	4
University of Minnesota	United States	SCImago #165 · THE 88 · QS 210	4
Cary Institute of Ecosystem Studies	United States	—	4
The University of Western Australia	Australia	SCImago #646 · THE 153 · QS 77	4

### Geographic distribution of citing authors

<b>Country</b>	<b>Citing papers</b>
United States	119
United Kingdom	17
Australia	15
Canada	14
Indonesia	11
Germany	10
China	10
Spain	8
Malaysia	7
Brazil	6
Turkey	5
Norway	4

Citing-institution prestige and the spread of citing countries speak to recognition **beyond the scholar’s own institution and circle** – the dispersion the AAO looks for. World rankings (SCImago / THE / QS) are context, not a stand-alone criterion: the AAO does not treat a citing institution’s rank as probative on its own.

## F. AAO Precedent Considerations

### Pre-filing self-check (AAO denial patterns)

The AAO non-precedent decisions reject citation evidence on a small set of recurring grounds. Confirm the petition addresses each before filing:

- Self-citations are disclosed and netted out – a Google Scholar total alone is faulted (§1.1).

- Evidence is per individual article, not a body-of-work aggregate total (§1.2).
- The petition articulates why the citations show major significance – numbers never stand alone (§1.5).
- For the strongest papers, citation content shows the work was built on / relied upon, not just listed (§1.6, §2.2).
- Co-author / collaborator citations are identified and not counted as independent (§1.7).
- Recognition is shown beyond the scholar's own institution and circle (§1.8).
- Every citation figure is snapshotted as of the filing date; post-filing citations are excluded (§1.9).
- Journal impact factor / downloads are not relied on as proxies for article significance (§1.10, §1.12).
- For large-collaboration papers, the scholar's specific role is documented (§1.13).
- Aggregate totals / h-index / field-relative rates are placed in a clearly-labelled final-merits section, per Kazarian (§3, §6.1.7).

### Disclaimer

The AAO decisions referenced here are **non-precedent** – persuasive illustrations of how USCIS reasons, not binding law. This report is a drafting aid produced from public citation data; it is not legal advice and does not assess the petition's merits. All analysis must be reviewed by qualified immigration counsel.

## G. Citation Evidence Index

Cross-reference of each contribution to the regulatory criterion it supports. Counsel should map these to the petition's exhibit numbers.

Contribution	Core paper	Indep. cites	Supports
Contribution 1	Using large data sets for open-ended inquiry in undergraduate science classrooms	29	8 CFR 204.5(i)(3) – Outstanding Researcher
Contribution 2	Self-determination theory as a guide to fostering environmental motivation	78	8 CFR 204.5(i)(3) – Outstanding Researcher
Contribution 3	An empirical test of self-determination theory as a guide to fostering environmental motivation	38	8 CFR 204.5(i)(3) – Outstanding Researcher