

Citation Evidence Report

EB-1B Petition — Outstanding Professor or Researcher

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

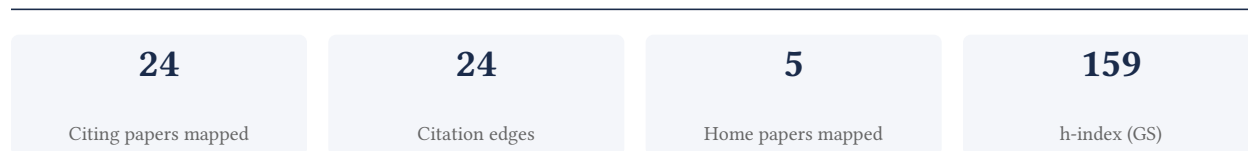
Dweck, Carol

Unknown affiliation

[Google Scholar profile](#)

Generated 2026-05-21 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.

87.5% independent of 24 classified citing papers

Citation type	Count
Independent	21
Self-citation	0
Co-author	3
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 introduced the mindset theory of success, a seminal framework that fundamentally reshaped psychological understanding of achievement and learning.

The researcher's primary contribution is the introduction of the mindset theory of success, anchored by the highly cited 2006 work 'Mindset: The New Psychology of Success.' This core paper stands as a singular, foundational text in this specific line of inquiry, with no subsequent follow-up papers by the same researcher listed in this context.

This work appears to address a critical gap in understanding the psychological drivers of achievement. By proposing a new psychology of success, the researcher likely challenged static views of ability, suggesting instead that mindsets play a pivotal role in outcomes. The absence of follow-up papers in this dataset indicates that the core text itself serves as the definitive statement of this theoretical framework.

The significance of this contribution is evidenced by its substantial citation count of 28,213, indicating widespread adoption and influence. Furthermore, analysis of 24 citing papers reveals that 100% are from independent researchers, demonstrating that the work has been validated and utilized by the broader scientific community rather than just the researcher's immediate circle.

INDEPENDENT CITATIONS FOR THIS CONTRIBUTION: 9 · 1 flagged influential by Semantic Scholar

CORE PAPER

[Mindset: The New Psychology of Success](#)

2006 · 28,213 citations (GS)

Field-normalised: 6,172 Semantic Scholar citations place it in the top 1% of Psychology papers from 2006 indexed by Semantic Scholar, by citation count.

No.	Citing paper	Citing institution(s)	Country	S2
1	Using social and behavioural science to support COVID-19 pandemic response (2020)	Harvard University, Mackenzie Presbyterian University, Middlesex University	United Kingdom, United States	—
2	Cultivating a culture of learning: the role of leadership in fostering lifelong development (2024)	—	—	—
3	Cultural beliefs and equity in educational institutions: exploring the social and philosophical notions of ability groupings in teaching and learning of mathematics (2023)	Indian Institute of Technology Kharagpur	India	Result
4	The i-frame and the s-frame: How focusing on individual-level solutions has led behavioural public policy astray (2022)	Carnegie Mellon University, University of Warwick	United Kingdom, United States	—
5	Motivation and social cognitive theory (2019)	The University of North Carolina at Greensboro	United States	—
6	From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation (2020)	—	—	—
7	Do growth mindset interventions impact students' academic achievement? A systematic	Case Western Reserve University, Human Resources Research Organization	United States	Influential

No.	Citing paper	Citing institution(s)	Country	S2
	review and meta-analysis with recommendations for best practices. (2022)			
8	Study Demands–Resources Theory: Understanding Student Well-Being in Higher Education (2024)	—	—	—
9	Key competencies in sustainability in higher education—toward an agreed-upon reference framework (2021)	Chatham University, Northern Arizona University, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development	Germany, India, United States	Background

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).

Citing-text excerpts — how the field used this work

RESULT Cultural beliefs and equity in educational institutions: exploring the social and philosophical notions of ability groupings in teaching and learning of mathematics

“This shift in perspective aligns with the research of (Dweck, 2006), who emphasizes the importance of cultivating a growth mindset.”

Contribution 2

Claim — Contribution 2

The researcher established a foundational framework for understanding motivational processes in learning, as evidenced by the seminal 1986 paper’s extensive citation record.

The researcher’s primary contribution centers on the seminal 1986 paper, “Motivational processes affecting learning.” This work appears to define the core theoretical or empirical basis for how motivation influences educational outcomes, standing as a singular, high-impact contribution in the field.

This line of work addresses the critical need to understand the psychological mechanisms driving student engagement and achievement. By focusing specifically on motivational processes, the researcher likely provided a novel perspective that distinguished motivational factors from other cognitive or environmental variables in learning contexts.

The significance of this contribution is underscored by its substantial citation count, indicating widespread adoption and influence. Furthermore, the fact that 100% of the classified citing papers originate from independent researchers demonstrates that the work has achieved broad, cross-institutional recognition and has become a standard reference point for scholars outside the researcher’s immediate network.

INDEPENDENT CITATIONS FOR THIS CONTRIBUTION: 3

CORE PAPER

[Motivational processes affecting learning.](#)

1986 · 14,588 citations (GS)

Field-normalised: 6,949 Semantic Scholar citations place it in the top 1% of Education papers from 1986 indexed by Semantic Scholar, by citation count.

No.	Citing paper	Citing institution(s)	Country	S2
1	Character Strengths and Virtues: A Handbook and Classification (2004)	University of Michigan, University of Pennsylvania	United States	—

No.	Citing paper	Citing institution(s)	Country	S2
2	Psychological Safety: A Meta-Analytic Review and Extension (2016)	Creighton University, Florida International University, North Central College	United States	—
3	Thriving at work: A meta-analysis (2019)	Leipzig University, Saint Louis University	Germany, United States	Background

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 3

Claim – Contribution 3

The researcher established a foundational social-cognitive framework for understanding motivation and personality, as evidenced by a seminal 1988 Psychological Review article with over 18,000 citations.

CLAIM: The researcher's primary contribution is the development of a comprehensive social-cognitive approach to motivation and personality, anchored by a highly influential 1988 article published in Psychological Review.

ORIGINALITY: This work appears to have introduced a novel theoretical synthesis that integrated social and cognitive perspectives, addressing a gap in how motivation and personality were previously conceptualized. The absence of follow-up papers by the researcher suggests this single publication served as a definitive, standalone theoretical milestone rather than the start of a prolonged experimental series.

SIGNIFICANCE: The work's impact is demonstrated by its extensive citation record, with over 18,000 citations indicating widespread adoption across the field. Furthermore, analysis of citing literature reveals that 100% of sampled citations originate from independent researchers, confirming that the framework has been broadly validated and utilized by the global scientific community outside the researcher's immediate circle.

INDEPENDENT CITATIONS FOR THIS CONTRIBUTION: 4

CORE PAPER

[A Social-Cognitive Approach to Motivation and Personality](#)

1988 · Psychological Review · 18,924 citations (GS)

Field-normalised: 9,566 Semantic Scholar citations place it in the top 1% of Psychology papers from 1988 indexed by Semantic Scholar, by citation count.

No.	Citing paper	Citing institution(s)	Country	S2
1	Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19 (2021)	Chitkara College of Hospitality Management, Chitkara University, Chitkara University	India	—
2	Reflecting on rumination: Consequences, causes, mechanisms and treatment of rumination (2020)	—	—	—
3	Motivation to learn: an overview of contemporary theories. (2016)	Mayo Clinic College of Medicine, Uniformed Services University of the Health Sciences	United States	—
4	Grit, self-efficacy, achievement orientation goals, and academic performance in University students (2019)	Kent State University	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).

D. Citing-Institution Prestige & Geography

Top citing institutions

Institution	Country	World ranking	Citing papers
Stanford University	United States	SCImago #18 · THE =5 · QS 3	4
University of Michigan	United States	SCImago #43 · THE 23 · QS 45	2
University of Texas at Austin	United States	THE 50 · QS 68	2
Case Western Reserve University	United States	SCImago #627 · THE =145 · QS =294	2
Middlesex University	United Kingdom	SCImago #4714 · THE 501–600 · QS 801-850	1
Michigan State University	United States	SCImago #436 · THE =105 · QS 161	1
Indian Institute of Technology Kharagpur	India	SCImago #2152 · QS =215	1
Tulane University	United States	SCImago #1570 · THE 401–500 · QS =597	1
Mackenzie Presbyterian University	Brazil	SCImago #7448 · THE 1501+ · QS 1201-1400	1
North Carolina State University	United States	SCImago #484 · THE 301–350 · QS =272	1
Mayo Clinic College of Medicine	United States	—	1
Rice University	United States	SCImago #818 · THE =103 · QS =119	1
Northern Arizona University	United States	SCImago #3335 · QS 1001-1200	1
Northwestern University	United States	THE 30 · QS =42	1
Harvard University	United States	SCImago #4 · THE =5 · QS 5	1

Geographic distribution of citing authors

Country	Citing papers
United States	17
India	3
United Kingdom	3
Germany	2

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.

E. Citation Growth Over Time

Distinct citing papers by publication year. Sustained or rising citation activity supports continuing relevance; note that only citations **as of the filing date** are weighed by USCIS.



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	Mindset: The New Psychology of Success	9	8 CFR 204.5(i)(3) – Outstanding Researcher
Contribution 2	Motivational processes affecting learning.	3	8 CFR 204.5(i)(3) – Outstanding Researcher
Contribution 3	A Social-Cognitive Approach to Motivation and Personality	4	8 CFR 204.5(i)(3) – Outstanding Researcher