

SUPPLEMENTAL INFORMATION

Supplemental Table 1 Participation and engagement. Definitions and outcomes of participation and engagement as two forms of involving people

	Participation	Engagement
Definition	“the active involvement of a broad range of stakeholders in decision-making and action” (Few et al., 2007, p. 47)	A focus on social strategies that involve education, communication, and outreach (Ardoin and Heimlich, 2013); or “trust-based collaborations between individuals and/or social institutions with different objectives that can only be achieved together” and can be viewed as “a process for managing a company’s social risk” (Andriof et al., 2002, p. 42).
Outcomes	<p>Instrumental outcomes: establishment of joint gains and new ideas; minimization of conflict; equitable ecological and community outcomes</p> <p>Normative outcomes: empowered individuals; increased trust; increased community capacity; shared understanding; power-sharing; learning</p>	<p>Instrumental outcomes: awareness raising; can promote understanding that increases behaviors and policy support that lead to conservation,</p> <p>Normative outcomes: transformations in how people interact with environment; increased human nature connection; shared understanding; empowered individuals; increased trust; learning</p>

Supplemental Figure 1 Four forms of involvement based on Reed et al.’s (2018) wheel of participation

		Modes of engagement	
		Communication – Consultation	Deliberation – Co-production
Initiation	Top-down: initiated and/or led by those with formal decision-making power	1. <i>top-down one-way communication and/or consultation</i>	2. <i>top-down deliberation and/or co-production</i>
	Bottom-up: initiated and/or led by groups with limited formal decision-making power (e.g., interest groups, community members, etc.)	3. <i>bottom-up one-way communication and/or consultation</i>	4. <i>bottom-up deliberation and/or coproduction</i>

Adapted from Reed et al.’s (2018) wheel of participation

Supplemental Table 2. Participation and engagement methods, description and selected participant quotes

Method	Description	Quotes
Participation - active involvement in decision-making		
Survey	Participants discuss the use of surveys to elicit a large number of perspectives, primarily from the public, to inform management, ensure buy-in and/or address community values	<p>“surveys of various interest groups, surveys of the general population... [we] use that as a basis for informing at least our initial discussions about setting a management objectives.” (Ray)</p> <p>“We get a lot of feedback from the tribe...when the forest management plan was first written they ended up sending out some paper surveys...and everybody kind of filled out what they wanted to see.” (Casey)</p>
Committees, working groups, representative groups, advisory councils	Structures that bring together representatives or individuals from interest groups to discuss and/or inform conservation decision-making; the structure can provide a way to balance diverse interests	<p>“And so that has a stakeholder group that is made up of people from all kinds of different vantage points...And then there’s people from the general public that have a seat or two” (Drew)</p> <p>“develop that management plan, we identify a steering committee of local people, they often represent various recreational interests or wildlife, or timber interests, etc.” (Dana)</p>
Council, advisory structure, or board	A council or advisory/board can have a final say in certain management decisions through a vote	<p>“But that's one good thing about having the council, we can always put [management decisions] to them. And they have the final say there.” (Casey)</p> <p>“On big issues it comes down to a board vote, and it's not a consensus board it's...the majority is what dictates, where we go” (Sam)</p>
Public meetings	Participants open decision-making to public scrutiny and comment; often, public comments can inform decisions, but there is no guarantee or power sharing in the decision-making process	<p>“The scoring part is all public so the public can come and hear a board member's comments, or you know, concerns, and respond to them.” (Morgan)</p> <p>“I don't think anybody had been asked in that kind of way, mostly you got invited to participate in a conservation initiative. This was in the paper saying <i>come on down we're gonna do this every six weeks, come whenever you can, if you can't come here's a survey.</i>” (Bailey)</p>

Engagement - social strategies of conservation to manage social risk

Education and programming	Promote knowledge and understanding; motivate and build capacity to act through formal and informal settings (e.g., programs, signage, conversations) (Monroe et al., 2007)	<p>“Where you introduce and educate them on information on something” (Taylor)</p> <p>“We host programs for the public, so we take them out on guided walks and have all kinds of lectures and events... We had yoga classes here this past summer, we've done a lot around foraging and we host a nursery school program.” (Emerson)</p>
Capacity building	Building capacity of communities, including user groups and the public, to support and work toward environmental conservation	<p>“We have over 1,000 people who help us count the loon population across Maine every July. And they are a great wealth of help when things come up at the legislature, ... they'll testify, they'll speak out.” (Parker)</p> <p>“We acquired fishing permits and then we use those fishing permits to sell quota at a reduced rate to fisherman ...we encourage different research methods for them to use” (Riley)</p>
Information sharing and communication	Information sharing as a one-way flow of information (e.g., public relations) to increase awareness and/or understanding; communication establishes a two-way dialogue (Monroe et al., 2007)	<p>“We do outreach and education to the community, through our newsletter and through our e-blasts, our website” (Emerson)</p> <p>“Our foresters give a lot of tours to different groups...We are working on a presentation for our sporting camp owners, because they're a sort of interface between us and the public and so trying teach them about different forestry practices” (Quinn)</p>

Supplemental Table 3 Semi-structured interview protocol questions

1. What is the overarching mission/aim of your organization?
2. Can you describe your organization's primary conservation or stewardship goals? a. How far into the future do you plan when setting conservation goals? b. How often do you update your goals?
3. Which species, habitats, or ecosystems is your organization targeting to achieve your conservation goals? a. What would you like to see happen to them as a result of your actions? In other words, what does success look like? b. How did you determine these conservation targets? c. What is their role in decision-making?
4. What are the steps that you and/or your organization follow to set conservation goals and targets? a. Who is involved in the goal setting process? b. What is the role of the general public in determining goals? c. How do you currently identify and prioritize projects, including purchases of new lands, for your organization? d. If your organization experiences competing values in setting conservation goals, how do you find compromise? e. How does climate change influence setting and prioritizing goals and targets? (e.g. sea level rise, projections for wildlife) f. How if at all do you use history, either ecological or social, to make decisions about conservation targets and goals?
5. What barriers do you face within your organization for achieving goals? a. What is currently working in your organization? What has worked well in the past? b. What type of information would be useful for making conservation decisions? Probe: Are there barriers related to training, personnel capacity, or public's perceptions?
6. What factors, or sources of information do you consider when making decisions about setting conservation goals and targets? a. What is the role of other individuals, organizations, and/or the public as sources of information?

Note: these results are part of a larger study on conservation practitioner experiences; these questions above are most related to the findings included in this research