### Conservation Biology

### Revision, Formatting, and Style Instructions

**Responding to Reviews**

You may submit your response to reviewer comments in the ScholarOne field “Your Response” or upload a file along with the other submission files. In both cases, you must clearly label the reviewer comments (“comment”) and your response ("response") and include a detailed, point-by-point response to each comment of the handling editor and reviewers. Describe the changes you made to the original manuscript and, if applicable, explain why you did not address certain comments. Be sure the response is blinded.

To upload a separate file, select the file designation "Additional File for Review and NOT for Publication.” If you upload a revision file with tracked changes (optional), make sure author names do not show in association with changes.

If you use the ScholarOne field, color and fonts other than ScholarOne’s default, will not show. If you have a cover letter, upload it as a separate document.

# Word Count

# Manuscripts should not exceed the following word counts even if reviewers have asked for additional material. The number of words includes text from the Abstract through Acknowledgments; it does not include the list of references, table or figure legends, or text in the body of tables. The Abstract should not exceed 300 words. Do not include an abstract with Letters, Comments, or Diversity pieces.

Contributed Paper: 7000

Review: 8000

Systematic Review: 8000

Essay: 5000

Methods: 5000

Practice and Policy: 5000

Research Letter: 3500

Registered Report: stage 1, 3700; stage 2, 8000

Comments: 2000

Diversity (or Insight): 2000

Letters: 1000

More information on these categories and the types of papers published in *Conservation Biology* is in Instructions for Authors available under the Instructions and Forms tab at the top of *Conservation Biology*’s ScholarOne login page, http://mc.manuscriptcentral.com/conbio.

# Number of Tables and Figures

Include no more than 1 supporting element (i.e., table or figure) for every 1000 words (from the Abstract through References). If a table or figure has only a few data points, incorporate the data in the text. Move extra tables and figures to online supporting information (i.e., online appendices).

# Appendices and Supporting Information

Supplementary materials should be provided as online supporting information (see details below).

**Article Impact Statement**

In ≤142 characters (including spaces and punctuation), convey the paper’s practical or policy importance. The statement may be a report of the primary result or theme if the practical or policy importance of the result is obvious. It should not be a reiterated or lengthened title or describe what is presented (e.g., “A method to x is presented.”). It should not contain personal pronouns or statements resembling “X was examined.”

**Section Headings and Order of Sections**

Contributed Papers, Research Notes, and Conservation Methods papers should contain the following sections in the following order: Abstract, Introduction, Methods, Results, Discussion, Supporting Information (standard paragraph required, see below), References, tables, and figures with legends.

Do not combine sections (e.g., Results and Discussion).

Acknowledgments will be added to the body of the paper after the manuscript has

been accepted.

Do not number section headings or subheadings.

Do not include a Conclusion section (conclusions are part of the Discussion).

Use only primary (Introduction, Methods, Results, etc.) and secondary (e.g., Data Analyses, Model Parameters, Practical Application) headings.

# Title

Most people will decide whether to read an article based solely on its title. Indexing and abstracting services and internet search engines also depend heavily on words in the title. And, researchers search for particular topics and then read the titles. If your title does not reflect the contents of your paper well or if the meaning of your title is not immediately clear, your paper is less likely to be read. Titles should be clear and concise.

*Types of Titles Not Allowed*

hanging titles (those with a colon, dash, or sometimes a comma)

titles that are complete sentences,

headline-like titles,

interrogative titles,

titles that reference colloquialisms or popular culture, and

titles that contain jargon that will not be understood by our international and interdisciplinary

conservation audience

The problem with titles that are complete sentences is that they tend to create dogma (e.g., Wind Energy Development Does Not Affect Nesting Ecology of a Grassland Bird). Scientific knowledge is constantly evolving; thus, what is considered true currently may be questioned and proven inaccurate in the future. It does not follow that because science is evolving interrogative titles are thus a good idea. Interrogatives make poor titles because they are vague, disguise the answer to the question, and do not provide particular motivation to read the article. Hanging titles are overused and can almost always be shortened to a title that is more effective and eye-catching without being sensational. There is evidence that articles with short titles are cited more often than articles with long titles.

# Abstract

The Abstract should summarize the Introduction, Methods, Results, and Discussion in that order (i.e., it should be a miniversion of the paper). Key points from each of these sections should be identifiable within the Abstract. Do not include incomplete or uninformative descriptions (e.g., "A new method of analysis is described." or “We discuss how our approach promotes sustainable forest systems.”). Do not state conclusions that are not supported by evidence reported in the abstract. If reporting statistically significant results, provide effect sizes in the abstract. The results section of the abstract should provide numerical, quantitative, rather than qualitative, results where possible.

**Introduction**

**Conservation Intervention Tests**

If a conservation intervention was tested, provide at least a sentence summarizing the existing evidence related to the intervention in the introduction. Conservation Evidenceis one source for such information.  If there is no previously published evidence, state that.

**Epigraphs**

Do not include an epigraph at the beginning of the Introduction. Such quotations are allowed if they are integrated in a paragraph and their relevance to the work being described is made explicit within the paragraph where the quotation has been placed.

**Methods**

**Statement on Human or Animal Subjects**

When reporting on studies that involve human participants or animal subjects, supply a statement in methods that specifies the ethical guidelines with which you complied. Include permit numbers, if applicable.

**Social Science Survey Instruments**

Provide the full survey instrument in online Supporting Information and cite it in Methods.

**Online Repositories**

If you have deposited pertinent information on a publically accessible repository, put the link and a brief description of the material in the Methods (or Results) section, not in the Supporting Information paragraph.

**Results**

**Statistical Reporting**

If *p* values are reported, also report effect sizes.

**Organism names**

See “Scientific Names” and “Citations” below.

# Acknowledgments

Do not spell out first (given) names. Provide the first initial of the first name, even if the initial starts a sentence. Do not use titles (e.g., Dr. or Professor). Refer to authors of the manuscript by their initials only (e.g., “S.T.W. was supported by a grant from the Torrey Foundation.”). Do not include people’s institutions. If there is one, provide an author-contribution statement.

**Supporting Information**

Place the Supporting Information section after Acknowledgments. Insert the following sentence below the heading: Additional supporting information may be found in the online version of the article at the publisher’s website.

Associated with each appendix there should be a brief description, as for tables and figures that are not appendices. Online appendices can be in any format. When naming appendices, do not differentiate among types of information formats. Call all items Appendix (e.g., Appendix S16), whether table, figure, video, etc. **These materials are not copyedited or proofread**. Name the file to match the appendix number, e.g., Appendix S7. If an appendix is a translation of the abstract or manuscript, use the name of the language in the file name (e.g., FrenchAbsract) and do not assign it an S number.

**Author Contributions**

Place text delineating author contributions to the work after Acknowledgments. This section is optional. In determining contributor roles, consider consulting CRediT (contributor roles taxonomy) (<https://credit.niso.org/>). This taxonomy includes 14 roles typically undertaken by authors of research papers.

**Footnotes**

Do not use footnotes in the body of the manuscript.

**Citations**

To further transparency and reproducibility, do not cite work or data that have not been published or are not available. Include such work or data in online appendices and cite it as such in the text. If data are from a publically accessible database, cite the database in text (author-year format) and in the References section. Avoid phrases such as *data not shown*.

Citation of primary literature is preferred over citation of reviews so credit is attributed to those first reporting a finding.

Provide taxonomic citations for every organism mentioned in the text but not for organisms listed in tables, figures, or supporting information (more information below).

**In-Text Citations**

*Format*

Use author-year format. In most cases, enclose citations in text in parentheses. “Populations in sagebrush have higher reproductive success than populations in cheatgrass (Byrd & Elder, 2000).” is better than “According to Byrd and Elder (2000), populations in sagebrush . . . .”

*Organisms*

Provide a parenthetical reference to indicate naming authorship for every organism mentioned in the body of the paper but not in tables, figures, or online supporting information. Include this reference in the Reference section. Example: “The results for *Infrantenna fissilis* (Liu & Sittichaya 2022) showed...” Use the most recent publication available because original citations from the 18th and 19th centuries often lack important information.

*In press*

“In press” means the cited paper has been accepted officially for publication. Provide the year of publication in the text (Bird, 2023), and in References provide the volume number and substitute “in press” for page numbers or DOI.

Ensure that all references cited in text are listed in References and vice versa.

Do not use in. lit. or ibid.

**Preprint Citation**

When citing a preprint, identify it as such in the text (e.g., Taylor, G., 2019 [preprint]; Zimmerman et al. 2008) and in the reference list (...Title. Preprint. Archive name DOI...).

**Citing Indigenous Knowledge Keepers**

Last name, first name, nation or community. Treaty territory (if applicable). City or community person lives in (if applicable). Topic or subject of communication. Day, month, year. Alternatives to and explanations of information used in the example are in MacLeod, L. 2021. More than Personal Commuication: Templates for Citing Indigenous Elders and Knowledge Keepers. Knowledge Creation, dissemination, and Preservation Studies: https://doi.org/10.18357/kula.135.

**Reference Section**

*Reference style*

Use of a particular reference style is not required. Wiley will format references during proof production. However, all the pertinent information needs to be provided, journal titles should be spelled out in full, and when there are more than 20 authors provide the names of the first 19 authors and insert ellipsis followed by the name of the last author.

In general *Conservation Biology* citation style follows *Publication Manual of the American Psychological Association*, 7th edition (i.e., APA style). *There is an exception to APA style*: do not include DOI when volume and page numbers or e-page numbers are provided.

*Organism references*

Organism name citation example: Liu, T, and Sittichaya, N. 2022. [The Oriental genera of *Xyloperthini* (Coleoptera: Bostrichidae: Bostrichinae), with a new genus and species from Thailand, and a key to the genera](https://europeanjournaloftaxonomy.eu/index.php/ejt/article/view/1851). European Journal of Taxonomy: <https://doi.org/10.5852/ejt.2022.828.1851>.

*Personal communication*

Personal communications should not be included in References.

*Porceedings and abstracts*

Proceedings and abstracts from conferences may be cited only if they have a publisher or the name of the organization from which the document may be obtained can be provided.

*Databases*

Include databases in References.

**Supporting Elements (Tables, Figures)**

# Content

**A reader should be able to interpret tables and figures without referring to the text and having read only the abstract.** Tables and figures should be self-explanatory and supplement rather than duplicate information in the text. Consequently, abbreviations and terms must be defined in the figure legend or in the table caption or footnotes. Common statistical notations need not be defined (e.g., CI, SD, SE). Use the same terminology in supporting elements and in the text. Do not present large amounts of data in tables. If a table or figure has only a few data points, incorporate the data into the text.

***Text boxes are not allowed.***

**Number of Tables and Figures**

The ratio of supporting elements (i.e., tables and figures) to number of words is 1 to 1000. For example, a Contributed Paper of 7000 words should have no more than 7 supporting elements. Convert extra tables and figures to appendices.

# Citation of Supporting Elements in Text

Provide a summary or generalization of results and cite supporting elements parenthetically: “Models for species abundance were significant and explained 78% to 92% of variability (Table 2).” Do not report results as, for example, “Table 2 shows the outcome of models of species abundance.”

# Tables

***Tables must be editable in Word.***

Tables must not duplicate material in the text or figures. Legends should be 1 sentence long. Use the legend to describe the contents of the table as it relates to the topic of the manuscript. A list of the table’s columns or row headings is not an informative table legend. Use footnotes to provide needed explanations of row and column headings, to provide more information about specific data, and to define terms.

Information too general: “Results of analysis of variance.”

Too much information: “Anti-Candida, -leishmania, and -tumor activity of extracts from 11 species of sea cucumber. NA indicates no activity (IC50≥ 500 µg/mL against Candida and leishmania, IC50≥ 80 µg/mL against LoVo cell line). The \* denotes that these activities are significantly different from those obtained from extracts isolated from the same species taken from the southern region.”

Define abbreviations in a footnote even if they are defined in manuscript text.

If there is only one footnote, use an asterisk (\*). If there is more than one footnote, use letters (a, b, c,). Order footnotes alphabetically from left to right and from top to bottom.

Do not use bold or italic type in the body of the table (use a footnote).

Do not use color, gray-scale shading, or other graphical elements.

Do not split tables into separate sections (e.g., Table 1a and Table 1b). Make separate tables (Table 1, Table 2) or combine data under the same columns or rows.

Use indentation to set off secondary (or tertiary) entries within a column (example below) and hanging indents for entries in tables that are primarily text.

Table 1. Logistic-regression models built with . . . *a*

Variable Symbol *p* df

General model *b* *fg* 0.0015 3

landscape ruggedness rug 0.0113

forest cover (%) bosque 0.0085

Human model

human population pob1

. . .

*a*Significance level of coefficients . . .

*b*Next-most parsimonious models at . . .

# Figures

In all cases, be explicit about what error bars represent (SE, CI, etc.).

Report results in the Results section, not figure legends. Don’t repeat information covered in text in figure legends. Figure legends should not exceed half a double-spaced page.

Before publication, you will be required to supply figures in tif, eps, png, or pdf format. Resolution should be at least 300 dots per inch (dpi); 600 dpi is preferable for figures with lettering.

We encourage use of a serif type face on maps and graphs. To accommodate readers who are color blind avoid the following color combinations when visualization of contrast is sought:

red and green; green and brown; green and blue; blue and gray; blue and purple; green and gray; and green and black.

For guidance on best practices in graphic design, refer to the following link used with permission from *Oryx* - The International Journal of Conservation and Fauna & Flora International: http://scalar.usc.edu/works/graphics-for-conservation/index.

*Maps*

Scale bars and compass direction must be provided. Author portrayals of borders or other jurisdictional boundaries do not imply support of those representations by the journal or the Society for Conservation Biology. If the study area is within or near areas with disputed boundaries, consider adding to the figure legend the following: Map lines delineate study areas and do not necessarily depict accepted national boundaries.

*Graphs*

Label all axes and include units of measure in the label, for example, Number of species/km2, Basal area (m2/ha).

Capitalize the first letter of the axis labels: Time since burn (years), Burned area (%), Burned area (ha), Seed density (seeds/plot).

Include a key on the figure itself rather that describing shading or shapes in the figure legend.

Match typeface and type size among figures. On a graph, the type size of axis labels and units of measure should not differ substantially.

If a figure has more than 1 panel, use lowercase letters to designate the parts: (a), (b), (c). Each panel must be referenced clearly in the figure legend by its letter.

If there are many digits in numbers or relatively long descriptions along the *x*-axis, orient entries at 45 or fewer degrees.

All numbers along an axis must have the same number of significant figures: 1.0, 2.5, 2.0 (not 1, 2.5, 2).

The label for the y-axis should be oriented vertically to the left of the units (reading from bottom to top), and numerals should be horizontally oriented.

Center the labels along both axes.

Do not enclose graphs in a rectangle.

**Translations**

When you submit your response to editing, you may upload translations of the abstract or entire manuscript as online appendices (i.e., supporting information). A translation should match the version of the manuscript you submitted in response to editing.

**Cost Reporting**

For manuscripts that include information on costs of conservation interventions, we encourage authors to provide the following information, where applicable, in supporting information to allow transparent interpretation of cost data: objective and outcome of costed intervention; starting condition of the conservation target, factors that could affect outcomes, and actions taken; when, where, and at what scale interventions were implemented; currency and date for costs incurred and recalculations for inflation or currency conversion; and for the following four cost categories, raw units and cost breakdown within categories and whether the cost was fixed or variable: (1) labor time (raw person-time units for people implementing the action and whether time includes travel time, support staff or manager time, and whether labor was paid or voluntary), (2) large capital assets (e.g., equipment, infrastructure) used and units and cost of unusual expenses, (3) major consumable items (total cost and number and cost per unit), (4) whether overhead was calculated at the program or organization level or omitted.

A reporting worksheet is free to download from the online Supporting Information of Iacona et al. (2018. Standardized reporting of the costs of management interventions for biodiversity conservation. *Conservation Biology* 32:979-988 [https://onlinelibrary.wiley.com/doi/abs/10.1111/cobi.13195]).

**Language and Grammar**

**Clear Language**

Our audience is broad and international. Clarity in language and syntax is important, especially for readers whose first language is not English. Avoid jargon and colloquialisms. If English is not your first language, we recommend that you ask a native English speaker with experience in publishing scientific articles to proofread your manuscript.

**Terminology**

Some common terms in conservation science have multiple meanings (e.g., *biological diversity*, *wildlife*, *connectivity*). Clarify how you use such terms, and define specialized terms at first use in the Abstract and in the body of the paper.

# Abbreviations and Acronyms

Do not begin a sentence with an abbreviation. Use abbreviations sparingly. Define all abbreviations, initializations, and acronyms at first use. For example: analysis of variance (ANOVA), International Union for Conservation of Nature (IUCN).

**Capitalization**

Geographic designations:Do not capitalize a term that indicates region unless it is being used as a proper noun (e.g., western states, Southeast Asia). Capitalization of terms used commonly in *Conservation Biology*: the tropics; North Temperate Zone, temperate zone; East Africa, North Africa, West Africa, central Africa; central Asia; tropics, Neotropics; Amazon basin; Central Honshu Lowland Forest (an endemic bird area); Cape Floristic Region (a hotspot of biological diversity); Peace-Athabasca Delta (key biodiversity area), Atlantic Forest, taiga, Global South.

Threat categories:Do not capitalize threat categories used by institutions or authoritative bodies: threatened, endangered, critically endangered, conservation concern, etc.

Do not capitalize names assigned to variables or scenarios, for example, pool, release, forced renesting, release location.

# Active Voice

In general, use *we* or *I* (i.e., active voice). For example: “We converted all GIS data to raster format.” rather than “All GIS data were converted to raster format.” Or, “Trained technicians surveyed the plots.” rather than “The plots were surveyed by trained technicians.”

# Tense

Use past tense in Methods (describing what you did), Results (describing what your results were), and in Discussion (referring to your results). Use present tense when you refer to published results. The principal exception to this rule is in the area of attribution and presentation. It is correct to say, for example, “Toffel (2008) found [past] that extracts from iron weed inhibit [present] fungal growth.” Report model results in past tense.

**Spelling**

Use U.S. rather than British spelling.

**Prefix Hyphenation**

Omit hyphens after most prefixes, following *Scientific Style and Format* 7th edition.

|  |  |  |  |
| --- | --- | --- | --- |
| aero | electro | meta | pre |
| after | exo | micro | pro |
| ante | extra | mid | pseudo |
| anti | geo | mid | re |
| astro | hemo | mini | semi |
| auto | hyper | multi | sub |
| bi | hypo | non | super |
| bio | in | over | supra |
| chemo | infra | photo | trans |
| co | inter | physio | un |
| counter | iso | poly | under |
| de | macro | post |  |

This includes comanagement, coproduction, nonthreatened, postspill, among others, but not non-native, for example.

**Commas**

Use the serial comma.

**Solidus**

Do not use and/or; the meaning is unclear. Do not use a solidus in lieu of a comma.

**Word Usage**

*Using*: In scientific writing, the word *using* is often the cause of dangling participles and misplaced modifiers.

Examples: “Using tissue-isolation protocol, mtDNA was isolated from dried skins.” Who is doing the *using* is unclear. Better: “We used tissue-isolation protocol to isolate mtDNA from dried skins.”

“Ivory samples were taken from tusks using a 16-mm drill bit on a 40-cm drill.” This implies that the tusks used the drill. Better: “We used a 16-mm drill bit on a 40-cm drill to take ivory samples from tusks.”

*Impact*: Use *affected*, not *impacted*.

*With*: A *with* phrase at the end of sentences often creates a dangling phrase. For example, “Many researchers calculated extent of occurrence by summing the area of all polygons in the species extant distribution map, with these polygons excluding areas in the geographic distribution of a species that were not habitat.” A possible revision that fixes the dangling phrase is “...distribution map; these polygons excluded areas in the geographic distribution of a species that were not habitat.”

*Compared with*: Use *compared with* or *relative to* rather than *compared to*. The circumstances in which *compared to* is correct are rare (2 unlike things being compared; e.g., “Shall I compare thee to a summer’s day.”)

*Habitat*: Habitat is a species-specific construct and *habitat by definition is suitable*.

*Health*: Avoid use of this term relative to ecosystems. Its use in this context is still questioned.

*Non-native*: Use non-native species, not alien species unless alien is part of an exact quote with attribution. A full explanation of why *alien* is not used will be provided upon request.

# Multiple Modifiers

Do not use multiple adjectival nouns to modify a noun that is the subject or the object of the sentence: “We studied illegal African elephant ivory trade.” or “infected bird populations’ responses.” Better: “We studied illegal trade in African elephant ivory.” and “responses of infected bird populations.”

# Split Infinitives

A sentence should not sound awkward because it has been rearranged to avoid a split infinitive. When an adverb qualifies a verb phrase, the adverb usually should be placed between the auxiliary verb and the principal verb (e.g., this research will soon attract attention). Splitting an infinitive verb with an adverb can be useful for adding emphasis or making a sentence sound less stilted. Phrases such as the following are acceptable: traps were seriously damaged in a storm; differences in abundance were highly significant; to strongly favor.

# Pronouns

Use formal language. This means use of *one* rather than *you*, and when using personal pronouns *we* and *our* they should refer to you as the author rather than to people or conservation scientists in general.

**Quotation marks**

Quotation marks (single or double) should not be used to imply a word is being used in a unique way. Use double quotation marks only when quoting directly what someone wrote or said. Use single quotation marks for quotes within a quote.

## Numbers, Variables, and Statistical Elements

Units of measure: metric, i.e., international system of units (SI)

Longitude and latitude: l48oN, 78oW (no periods).

Percentages and degrees: use symbols (15% and 15°).

Fractions: spell out (one-half, one-third) unless used with units of measure (0.5 mm or 0.5 years).

Decimal point: insert 0 before a decimal point (0.4, not .4).

SD and SE: mean (SD)=44% (3) or mean of 44% (SD 3)

CI: 95% CI 2.1-10.5 or 95% -2.1 to 5.2 Use *to* when there is a negative number. Use one format consistently throughout the manuscript.

Dates: day, month, year (e.g., 6 October 1987). Do not use abbreviations such as 5/3/14 or 5-3-14.

Numbered lists: do not use numbered lists in the text. “We used x, y, and z to take soil samples” rather than “We used 3 techniques to take soil samples: (1) . . . , (2) . . . , and (3) . . .

Insert a space between numbers and the unit of measure (6 m, 14 mL).

Delimiters: in mathematical expressions the order of delimiters (i.e., fences) is braces { }, brackets [ ], and parentheses ( ): {[( )]}. In narrative text, the order is the opposite, ([ ]). In functional notation, nested pairs of parentheses are used.

Define all variables used in equations.

Italicize all single-letter variables. Do not italicize variables with more than 1 letter (e.g., “RU” meaning reproductive units as opposed to *RU*, in which *R* and *U* are separate interacting variables) or words used in association with variables (e.g., *x*forest). Do not italicize Greek letters.

**Do not use capitalization, quotation marks, italicization, or bold face to distinguish variables** (e.g., use bycatch 1, truthful, random, not *bycatch*, Truthful, or ‘random’).

Complete words used as a variable should be lowercase (e.g., species). Each letter in multiple-letter abbreviations that are not complete words should be capitalized (e.g., AMF is acceptable for area of managed forest; PATCH for patch area is unacceptable).

If *p* values are reported, also report effect sizes for each estimate in the text and in figures. In all cases, be explicit about what error bars represent (SE, CI, etc.).

Significant figures: Express calculated values (e.g., means, standard deviation) to not more than 1 significant digit beyond the accuracy of the original measurement. Report test statistics (e.g., *p* values, correlation coefficients) to not more than 3 significant digits.

Use the following abbreviations:

*p*,probability

df, degrees of freedom

χ2, chi-square

*F* (*F* test, variance ratio)

*FST* (fraction of total genetic variance among subpopulations)

CI, confidence interval or credible interval

SE, standard error (do not use ±)

SD, standard deviation (do not use ±).

**Scientific Names**

Common or local names of organisms should be lowercase (creeping thistle, common bushtail possum, gopher tortoise, common chaffinch).

In the abstract and at first mention in the text, use common name or local name followed by scientific name (genus and species) in parentheses: cane toad (*Bufo marinus*), Douglas-fir (*Pseudotsuga menziesii*), Florida scrub jay (*Aphelocoma* *coerulescens*). With a few exceptions, after scientific name has been provided use common name.

Provide a parenthetical reference to indicate naming authorship and include it in the Reference list. See “Citations” above for examples of in-text citation and Reference list format.

Organisms: *Clarkia springvillensis* (first use); *C. springvillensis* (thereafter, even starting a sentence); spp. or sp. or var. (no italics).

**Site Names**

At first use of a local name, also supply the location name in English (if there is one).

**Archiving of Data and Materials**

We encourage authors to archive on an appropriate, stable, public repository (e.g., Open Science Framework) data, source code, materials, and sufficient metadata so others can use the files and interpret output. Qualifying repositories are listed at the Registry of Research Data Repositories (<http://www.re3data.org>). Personal websites and most place-of-employment websites do not qualify as repositories because they cannot provide permanent storage.

Cite online supporting information uploaded to ScholarOne in text as appendices (e.g., Appendix S2).

Provide links in Methods or Results to information in other repositories.

**Required Permissions**

If you have a figure or table in your manuscript that was published previously, after acceptance you must obtain permission from the copyright holder to reprint it and supply the notice of permission as an additional file in ScholarOne.

***Conservation Biology* Style Sources**

Day, R. A., and B. Gastel. 2011. How to write and publish a scientific paper. 7th edition. Greenwood, Santa Barbara, California.

Council of Science Editors. 2006. Scientific style and format. 7th edition. Council of Science Editors, Reston, Virginia.

Merriam-Webster. 2003. Third new international dictionary, unabridged. Merriam-Webster, Springfield, Massachusetts.

University of Chicago Press. 2010. The Chicago manual of style. 16th edition. University of Chicago Press, Chicago.

For citation format only: *Publication Manual of the American Psychological Association*. 7th edition.2020. American Psychological Association, Washington, DC.

June 2024