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Updated 4/25/16
The College of ACES is finding solutions to the world’s most critical challenges in order to create abundant food and energy, a healthy environment, and successful families and communities. Through unsurpassed teaching, research, and outreach programs, ACES is providing the public greater access to higher education with a focus on agricultural, consumer, and environmental sciences.
The visual identity of the College of ACES both represents and reflects the uniqueness of our college. When this identity system is applied consistently to all of the college’s communications and marketing materials, we can better distinguish ourselves from our competitors. In order to make an instant connection with audiences, harness the power of the Illinois brand, and to ensure the consistency necessary to build a recognizable identity, it’s critical that the Illinois logo, college mark, and department/unit descriptors appear according to the approved guidelines.
We are a university, not a multiversity. The founders of this great institution realized that we are stronger together than when we are separate. Using one brand shows how the College of Liberal Arts and Sciences and the College of Engineering are related parts of a greater whole and helps audiences understand the breadth and depth of our research, academics, and public engagement efforts.

**General Guidelines**

The campus logos must remain as originally drawn and proportioned and cannot be modified.

A buffer zone of at least one-third of the height of all versions of the I Mark, Illinois logo, or Urbana-Champaign logo must appear between the logo and other design elements. A buffer zone larger than one-third of the height of all versions of the logo is strongly preferred.

Designers should not place design elements in close proximity to the I Mark, Illinois logo, or Urbana-Champaign logo in an attempt to make the two appear to be a unit.

The I Mark must appear on the cover of all publications.

Either the Illinois logo (preferred) or Urbana-Champaign logo must appear inside the publication.

Campus units can meet both guidelines by simply placing the Illinois logo or the Urbana-Champaign logo on the front of publications.

Additional guidelines can be found at http://identitystandards.illinois.edu/theillinoisbrand/overview.html

Campus logos can be downloaded at http://identitystandards.illinois.edu/graphicstandardsmanual/logodownloads/logodownloads.html
There are three options for the College of ACES mark. When possible, use the top option without Agricultural, Consumer and Environmental Sciences spelled out. If it is necessary to spell the name out, use either the two-line or three-line mark shown to the left.
The College of ACES is made up of numerous departments and units. In order to maintain consistency of our brand, it’s important that each unit adhere to a similar typographic treatment to each other.

When the name of the unit is proceeded by “Department of,” “Office of,” etc., that portion should appear in Akzidenz Grotesk Light, and the Department or Unit name should appear in Akzidenz Grotesk Medium. The unit or department name should be equal to the cap height of “ACES.” The space between the ACES mark and the unit or department name should be equal to 1.5 times the cap height of “COLLEGE OF”.

When the name of the unit stands alone without “Department of,” “Office of,” etc., the name of the unit should all appear in Akzidenz Grotesk Light.
In order to maintain consistency of our brand online and in print venues, it's important that each department adhere to a similar typographic treatment. To attain the best contrast and to promote consistency on our websites, we will use the dark blue color in our primary color palette. We will lead with the department acronym as the ACES mark will be positioned in the header bar at the top of each website.

ABE Department of Agricultural and Biological Engineering

ACE Department of Agricultural and Consumer Economics

ANSC Department of Animal Sciences

CPSC Department of Crop Sciences

DNS Division of Nutritional Sciences

FSHN Department of Food Science and Human Nutrition

HDFS Department of Human Development and Family Studies

NRES Department of Natural Resources and Environmental Sciences
VISUAL SYSTEM

The College of ACES visual system is designed to be flexible while reinforcing our promise and personality. This section will explain the use of typography, color, and image style. The flexibility of the system requires attention to all of these graphic elements in order to assure and strengthen our ACES brand identity.
VISUAL SYSTEM

TYPOGRAPHY

The College of ACES typography consists of two fonts, Akzidenz Grotesk and Adobe Garamond Pro. Each typeface includes a variety of weights and styles to allow for flexibility. The use of these fonts will help ACES to build a consistent and strong brand.

Akzidenz Grotesk

Akzidenz Grotesk Light Condensed
Akzidenz Grotesk Light Italic Condensed
Akzidenz Grotesk Regular Condensed
Akzidenz Grotesk Regular Italic Condensed
Akzidenz Grotesk Bold Condensed
Akzidenz Grotesk Bold Italic Condensed
Akzidenz Grotesk Light
Akzidenz Grotesk Light Italic
Akzidenz Grotesk Regular
Akzidenz Grotesk Regular Italic
Akzidenz Grotesk Medium
Akzidenz Grotesk Medium Italic
Akzidenz Grotesk Bold
Akzidenz Grotesk Bold Italic

Adobe Garamond Pro

Adobe Garamond Pro Regular
Adobe Garamond Pro Regular Italic
Adobe Garamond Pro Bold
Adobe Garamond Pro Bold Italic
Color is an essential element in defining tone and its consistent use helps to enhance and strengthen our brand. The colors in the mark should always use the primary color palette.

The primary colors can be used interchangeably in ACES marketing materials and the ACES mark. If not using a primary color for the mark, black or white should be used.

The secondary and tertiary set of colors are intended to allow for flexibility and diversity amongst our many programs and departments while staying true to the palette that defines us as a college and a university. The secondary or tertiary colors should not be used for the ACES mark.

The gradient system is also intended to add flexibility to the visual system and can be used throughout ACES marketing materials. They should not be used for the ACES mark.
Image choice plays a critical role in reflecting our brand voice. The ACES image style consists of three categories: journalistic, conceptual and textural. Choose images that reinforce one or more of the image drivers and support the ACES brand.

Image Drivers
Leverage the University of Illinois brand
Create a sense of belonging
Convey global awareness and opportunities
Represent promising scholarship
Express inclusivity and community
Communicate imagination and possibility
Provoke dialogue and promote critical thinking
Encourage interdisciplinary collaboration

JOURNALISTIC

CONCEPTUAL

PHOTOGRAPHIC/TEXTURE
EDITORIAL STYLE & MESSAGING

The College of ACES editorial style and messaging section provides guidelines for communicating clearly and consistently about ACES. Language is a fundamental part of the ACES brand. Good writing enhances a brand by reinforcing what the brand stands for and increasing faith that the brand does what it says it does. The ACES key messages allow the brand to be more easily incorporated into our writing. It keeps our writing focused and allows us to develop a voice that will be uniquely recognizable to our audiences.
EDITORIAL STYLE

Clear and consistent writing contributes to successful communication and strong branding. Most issues covered here are not a matter of right or wrong usage, but simply of consistent practice, which we want to encourage across the college’s communication outlets. The Chicago Manual of Style, the AP Style Guide, and the University of Illinois Writing Style Guide (www.identitystandards.illinois.edu/writingstyleguide) are the basis for most of the uses suggested here.

Referring to the Champaign-Urbana campus:
First reference: University of Illinois at Urbana-Champaign
Subsequent references: U of I or Illinois (do not use the acronym UIUC)

Referring to the College of ACES:
First reference: College of Agricultural, Consumer and Environmental Sciences
Subsequent references: College of ACES, ACES
Do not capitalize university when the word is used alone as a noun or an adjective.
Correct: The University of Illinois at Urbana-Champaign is a world-class research university. The university is one of the largest recipients of National Science Foundation funding.

Examples:
- the dean of the college; Robert Hauser, dean of the College of ACES; Dean Hauser; the dean
- the Department of Crop Sciences, the crop sciences department, the department
- the Office of International Programs, OIP, the international programs office, this office
- Professor Jonathan Beever; Jonathan Beever, professor of animal sciences; the professor

alumna/alumnae, alumnus/alumni: Alumnus is the singular form for a man who has attended a school; the plural is alumni. Alumna is the singular for a woman who has attended a school; the plural is alumnae. Use alumni as the plural when referring to both men and women who have attended a school.

Big Ten Network: The number is spelled out; this is based on the Big Ten Conference. Correct: Big Ten Conference; incorrect: Big 10 Conference.

child care center

Commas: In a series of three or more phrases or words, separate all parts of the series with commas. Example: Jessica, Caitlin, and Amar presented their student research. If the parts of the series themselves have commas, separate with semicolons to prevent misreading (though this construction is preferably avoided).

Corporation names: The full form of a company’s name should be used. Inc. and Ltd. may be dropped.

Degrees: Typically degrees can simply be referred to in narrative text as bachelor’s degree, master’s degree, and doctoral degree or doctorate. Correct: She earned her master’s degree at Oregon State and her doctorate at the University of Hawaii. If circumstances warrant specifying the type of degree, use periods. Correct: B.S., M.A., Ph.D.

emerita/emeritus: Use emeritus when referring to male professors, emerita when referring to female professors. Note that this term should not be substituted for “retired.” Emeritus/emerita is a special status that must be officially approved by the university.

Other style recommendations:

Abbreviations and acronyms: Use abbreviations and acronyms only when they are familiar to your readers. Avoid whenever possible. If needed, use the full version in the first reference and follow it with the abbreviated form or acronym in parentheses. Subsequent references should be the abbreviated form or acronym.
Example: National Science Foundation (NSF)

Academic degrees, departments, majors, titles, and programs: Use lowercase as a general rule. Capitalize proper nouns, titles, and acronyms and use lowercase for informal, shortened, or generic terms.
EDITORIAL STYLE
continued...

health care system

Hyphens and dashes: Hyphens are used to join words to create compound modifiers and to separate syllables of a single word. (Exception: compounds with “ly” adverbs are not hyphenated. Correct: well-prepared lecture; commonly heard phrase). Do not use a hyphen in place of to in a range of values.
Correct: 25 to 50 mm; three to five years. An em dash is used to indicate a change in thought, similar to a colon. Do not use spaces before or after an em dash. Do not use more than one pair of em dashes in a sentence.

I Hotel and Conference Center

income tax cut

Months and dates: When a month is used with a specific date, abbreviate. Spell it out when used alone or with a year. Use a comma before the year only if it is preceded by month and date. Correct: Feb. 21, 2012; February 2012.

Numbers: Spell out the numbers one through nine and use numerals for 10 and up. Exceptions: Spell out a number at the beginning of a sentence. Use numerals in percentages or with other units of measure (4 percent, 15 mg). If more than one number is used in a sentence, spell them out unless all are 10 and over.

Prefixes: Don’t hyphenate a word with a prefix unless misreading is likely.
Correct: postdoctoral; anti-inflammatory

Science vs. sciences (in departmental and school names): Pay close attention to the correct form.
Example: Courses are offered in Computer Science and Animal Sciences.

States and countries: For ease of comprehension, spell out state names. If circumstances require abbreviations, use postal abbreviations.
Spell out the names of countries. The abbreviation U.S. is acceptable when used as an adjective.
Examples: foreign policy of the United States, U.S. foreign policy

Telephone numbers: Use hyphens to separate, not parentheses or periods: 217-333-1000.

Trademarks: All registered trademarks are capitalized. In most cases, generic terms can be substituted.
Examples: Xerox/photocopy, Ping-Pong/table tennis, Kleenex/tissue. Where a trademarked name is necessary, do not use the trademark symbol.

University of Illinois Extension: After the first use, shorten to U of I Extension. When University of Illinois Extension is used as a noun, do not use the word “the” before the name. When the phrase is used as an adjective, do use “the” beforehand.
Correct: The event is sponsored by University of Illinois Extension; The event is being held at the University of Illinois Extension office in Springfield.

Web/computer/digital terms: Use the following style for these words:
- CD-ROM
- cellphone
- dialog box
- domain
- email
- fax
- home page
- Internet
- intranet
- online
- podcast
- QR code
- smartphone
- Web
- Web page
- Web feed
- webcam
- webcast
- website
- World Wide Web
The College of ACES is finding solutions to the world’s most critical challenges in order to create abundant food and energy, a healthy environment, and successful families and communities.

Key terms:
Innovation, Reputation, Community, Collaboration, Discovery, Solutions, Outreach, Opportunities
MESSAGING
KEY MESSAGES FOR “RESEARCH”

RESEARCH

• The College of ACES is a world-class educational and research institution with a unique ability to solve societal problems through interdisciplinary collaborations.

• ACES delivers unsurpassed research that is fully integrated with our teaching and outreach programs.

• ACES research and education centers, located throughout the state, provide a vital testing ground where research can generate practical applications that benefit consumers, farmers, commodity groups, agricultural organizations, environmentalists, conservationists, government agencies, industry, and business.

• ACES provides the public greater access to higher education with a focus on agricultural, consumer and environmental sciences, while emphasizing the importance of research and innovation to the nation’s continuing success.

• Knowledge is increased and lessons are learned all over the world by scientists, students, partners and clientele of ACES, leading to new solutions for some of the world’s most critical challenges.

• ACES is giving faculty the resources to provide catalytic leadership that will not only positively impact society, but also prepare the next generation of professionals to meet global challenges.
Imagine your future in ACES.

Be the difference.

Students experience all the opportunities of a Big Ten campus while enjoying the benefits of a smaller community within the College of ACES.

ACES provides students with both top-notch research facilities as well as hands-on experience with a wide variety of disciplines.

Nearly 40 organizations provide ACES students opportunities to network, learn about careers, and contribute to the life of the college.

ACES students benefit from direct, one-on-one work with some of the leading scholars in the fields of agricultural, consumer and environmental sciences.

College doesn’t have to be expensive. ACES offers options, including more than $3.5 million per year in merit-based scholarships.

ACES is committed to increasing cultural diversity and creating an environment that values inclusiveness of all students, faculty, and staff.

We take hands-on learning seriously. Students have the opportunity to take their education beyond the classroom and put what they learn in their courses to use in the real world.

ACES prepares students for successful careers by opening doors to internship experiences and job shadow opportunities.

ACES offers a variety of study abroad experiences that allow students to broaden their horizons, experience a new culture, and step out of their comfort zones.
• U of I Extension provides practical education you can trust to help people, businesses, and communities solve problems, develop skills, and build a better future.

• The flagship outreach effort of the University of Illinois at Urbana-Champaign, U of I Extension offers educational programs to residents of the state’s 102 counties—and far beyond.

• Extension offers research-based programs in nutrition, agriculture and natural resources, gardening, parenting, youth leadership, and economic and community development.

• U of I Extension is committed to reaching new audiences with research-based programs tailored to meet local needs.

• Extension programs reach more than 1.5 million people each year, including nearly 200,000 youth who participate in Extension’s 4-H youth development program.

• U of I Extension is a leader in online education. Extension’s websites are viewed over 5 million times per month, and 100,000 people follow Extension on social media.
INTERNATIONAL PROGRAMS

• Faculty, staff, and students are encouraged to participate in international learning and scholarship opportunities and to solve problems with global dimensions.

• ACES fosters scientific exchanges and collaborations of faculty, academic professionals, and students with international partners that capitalize on innovative science and technology, knowledge transfer and information technology, as well as global learning, education, leadership, and community development.
ADVANCEMENT

• Invest in our future. Invest in ACES.

• ACES continues to advance science and scholarships more than ever while receiving less support from traditional sources.

• Our public-private partnership allows us to deliver world-class education, research, and outreach programs that will benefit our community, our state, and our world.

• We are committed to enhancing, promoting, and supporting the efforts of the college while providing leadership and direction for development relations.

• We inspire students when someone believes in them enough to invest in their future.

• We are committed to enhancing, promoting, and supporting the development of life-long relationships that will support future investments in ACES.

• We empower others to change the world through investments in the future.

• We promote opportunities for individuals, organizations, and businesses to practice impactful philanthropy for the benefit of students, ground-breaking research and the greater public.
ALUMNI

• Stay connected with your ACES family.

• The University of Illinois College of ACES Alumni Association inspires meaningful engagement and advocacy amongst the ACES family to advance the College of ACES.

• There are many ways to get involved or stay involved once you leave the University of Illinois as a student. Giving back to the College of ACES can mean a variety of things to each alumnus—speaking in a class, mentoring a student, providing internship opportunities, job shadowing, financial support or serving as a volunteer.

• ACES alumni advocate the value of an ACES education and actively reach out to current students and potential students to develop meaningful relationships between generations.

• Traditions, stories and common experiences create unique connections between ACES alumni and current students that lead to meaningful relationships.
ABE

• Agricultural and Biological Engineering (ABE) is a department preeminent in learning, discovery, engagement, and economic development through integrating engineering, technology, and biological sciences.

• The domains of ABE are agricultural and biological systems and technology, food and bioproducts, energy, water, environment, and biological engineering.

• ABE integrates engineering, technology and life sciences to enhance complex living systems in global agriculture, food, energy, water, and environment.

• ABE provides student-centered educational experiences in engineering and technical systems management, conducts high-impact research, and shares value-added information, knowledge, skills, and wisdom.

• In ABE, we imagine a world with abundant food, energy, and water and a healthy environment. We are preparing students to help create this reality.
AG COMM

- Agricultural Communications at Illinois is the country’s only program that interweaves the study of agricultural and environmental sciences with that of journalism, advertising, marketing, multimedia communications, and more.

- Students access scholarships, internships, study abroad, career services, and research opportunities offered by two colleges—the College of ACES and the College of Media. Students develop expertise in agriculture and related topics taught by world-class ACES faculty while learning the principles and practices of the communications profession from award-winning faculty in the College of Media.

- In the field of agriculture, communicators with scientific and technical expertise are among the college graduates in short supply. According to the USDA, of the 58,000 average annual openings for agriculture graduates, about 7,000 are positions that entail communicating to and educating various publics about food, agriculture, renewable natural resources, and the environment. The exemplary quality of the Agricultural Communications Program at Illinois, and the intense need for agricultural communicators by businesses, organizations and news outlets, help to explain why 100% of Ag Comm students report starting full-time positions, or entering competitive graduate programs, after graduation. In fact, many Ag Comm seniors say they receive an average of three job offers before graduating.

- Students choose one of two communication concentrations—Journalism and Advertising. Majors can apply the science and art of journalism or advertising to subject areas related to food, feed, fiber, renewable energy, natural resource management, rural development, law and policy—locally and globally.

- Ag Comm majors earn credits that constitute a minor in Food and Environmental Systems, which adds value to their degree. In addition, students round out their degrees with coursework in a variety of areas, enabling them to develop strengths in animal or crop sciences, food science and human nutrition, natural resources, environmental sciences and policy, agricultural and consumer economics, human development and family studies, or agricultural engineering and technology.

- Ag Comm graduates build careers in print, broadcast, and online journalism; advertising and branding; multimedia communication; media planning; public relations and promotions; corporate communications; publishing; and sales. They work for Fortune 500 companies, media groups, advertising and public relations agencies, government entities, universities, and nonprofit organizations. Many are communication strategists for organizations that strive to achieve food security and international development.
MESSAGING
KEY MESSAGES FOR “AGRICULTURAL AND CONSUMER ECONOMICS”

ACE

• The Department of ACE is an applied economics, finance, business, and policy department, with a division of concentrations in food, agriculture, environment, and consumer sciences.

• Experiential learning opportunities take our students all the way from California to Brazil to apply their classroom knowledge to real-life issues. They synthesize what they are learning by creating projects that communicate what they know through a presentation, video, or paper.

• ACE graduates are in high demand—they are hired in jobs ranging from large corporations to small start-ups and government agencies to international non-profit organizations. Many students continue on with graduate or law school.

• ACE’s FarmDoc website and blog have gained international followings for their online dissemination of extension information to farmers in Illinois and beyond.

• Research in ACE addresses the challenges of improving the quality of economic analysis, enhancing the performance of commodity and speculative markets, and increasing the analytical and management skills of decision makers in agribusiness and farming. ACE also seeks to improve the understanding of commodity and food markets for consumers, in addition to designing policies for environmental protection, resource management, economic development, and consumer issues.

• ACE’s highly ranked Financial Planning Program provides students the academic requirements needed to sit for the national CFP exam administered by the Certified Financial Planner Board of Standards, Inc.
ALSE

• In Agricultural Leadership and Science Education (ALSE), we are helping students develop skills necessary to work with people in a variety of settings (including high school classrooms, corporate-office or conference training, and workshop facilitation).

• ALSE graduates may pursue careers as high school agricultural teachers and FFA advisors, workshop presenters for businesses or non-profit organizations, a conference or event coordinators, Farm Bureau managers, extension specialists (4-H youth development) or extension educators, or human resources and communications professionals.

• Ag Science Education (ASE) is one of ALSE’s two concentrations. ASE prepares students for careers in formal secondary (high school) agriculture classrooms as ag teachers and FFA advisors.

• ASE focuses on teaching strategies, learning theories, and FFA program management. Each student completes a student teaching experience during the final semester. Students gain hands-on experience at local, state, and national levels by participating in class projects, conducting workshops for middle- and high-school students, and networking with other agricultural education students across the country.

• Ag Leadership Education (ALE) is the second of ALSE’s concentrations. ALE prepares students for non-formal educational roles in agricultural businesses and organizations.

• ALE focuses on understanding human development, group dynamics, analysis of business and organizational needs, and communication skills. Every student completes a 10-week internship with an agriculture business or community organization.
ANIMAL SCIENCES

- Faculty in the Department of Animal Sciences conduct world-renowned research with food, companion, and exotic animals in state-of-the-art facilities in a variety of disciplines including reproduction, genetics, nutrition, physiology, microbiology, immunology, behavior, biomedical science, and meat science.

- Animal Sciences students experience a comprehensive curriculum emphasizing hands-on activities that prepare them for a wide array of jobs including veterinarian, food animal producer, companion animal nutritionist, equine specialist, shelter manager or humane education specialist, food safety specialist, animal research scientist, and feed or pharmaceutical sales representative.

- Animal Sciences faculty are engaged in all aspects of food animal production and management and share their expertise, not only in our classrooms, but also with producers, stakeholders and consumers throughout the state, country and world.

- The Department of Animal Sciences has faculty who specialize in companion animal and exotic species making our department a unique learning and research environment for students, as well as an important resource for industry professionals.

- Animal Sciences students are encouraged to extend their learning and career networks beyond the classroom through off-campus internships, undergraduate research projects with our faculty, and short- and long-term study abroad opportunities all over the world.

- The Department of Animal Sciences conducts research and teaches our students at farms on campus and throughout the state. All animal sciences students spend time on our farms to gain skills in animal handling, management, and production. More than a third of our students find employment on our farms and in our research labs while they are in school.
CROP SCIENCES

- The Department of Crop Sciences is a diverse plant science program led by researchers and scientists emphasizing biotechnology, plant breeding and genetics, crop production, agribusiness, horticultural food systems, and plant protection.

- Internships, student organizations, and study abroad travel provide learning opportunities for Crop Sciences students to gain valuable skills necessary to make a difference in the world.

- Programs in Crop Sciences prepare students to enhance food production and make significant contributions to sustainable agricultural production.

- Crop Sciences graduates are in high demand and accept positions in many sectors of agriculture, including research, academia, government, sales, and entrepreneurial endeavors. Nearly 30% of students pursue graduate school.

- Our internationally recognized faculty, with expertise from plant breeding and molecular biology to sustainable food and fuel production systems, are a unique team working together to improve food and fuel production.

- The Department of Crop Sciences is driven by a passion for agriculture and desire to improve the world through research in biology and plant sciences. Not only do we improve food systems locally, we’re educating international communities to feed the world.
• The Food Science and Human Nutrition (FSHN) department is an integrated unit drawing from the physical, life, and social sciences, with four undergraduate concentrations, in dietetics, food science, hospitality management, and human nutrition, and two graduate concentrations, in food science and in human nutrition.

• The basic human need for high-quality food fueling optimal health and wellness drives the core of FSHN’s student training and research.

• The FSHN mission is to implement education, research, and outreach programs designed to provide a safe, nutritious, affordable, and accessible food supply that enhances human health.

• FSHN prepares graduates for careers in industry, non-profits, government, and academia, with position titles such as food product developer, dietitian, food systems manager, nutritionist, quality control specialist, research scientist, owner, senior event planner, food management associate, global food and nutrition manager, and food and nutrition policy analyst. Many undergraduates in the department train for pre-professional degrees in the medical and health fields.

• FSHN engages students in a blend of classroom-based and experiential learning, along with field trips, study abroad, and undergraduate research, to teach fundamental knowledge and innovative approaches to solving complex problems in food systems and human health and wellness.
HDFS

• The Department of Human Development and Family Studies (HDFS) addresses contemporary social issues that affect children, youth, adults, and families through interdisciplinary research, exceptional teaching, and innovative outreach programs.

• HDFS faculty, leaders in their fields, have made pioneering advances in many domains – LGBT families, family/child health, intimate partner violence, positive youth development, culturally sensitive obesity prevention, adolescent risk/resilience from an international perspective, race/ethnicity and poverty, father involvement, children’s emotional regulation, and more.

• HDFS students reap the benefits of a small, highly ranked department in a major university setting. They learn from award-winning faculty in small classes and receive one-on-one mentorship and individualized advising. They contribute in significant ways to cutting-edge research, pursue internships addressing their interests and career goals, and experience unique faculty-led study abroad opportunities.

• HDFS translates research in ways that capture the attention of policymakers and positively affect everyday lives. Our outreach projects and research-based interventions are relevant to local, statewide, national, and international stakeholders.

• HDFS is home to the Family Resiliency Center—a state-of-the-art research/outreach/education facility—and the Child Development Laboratory as well as the Child Care Resource Service and The Autism Program. These centers and services help meet the needs of community members while fostering student involvement through internships and applied research.

• HDFS graduate students have become university professors and researchers in applied settings. Our undergraduates go on to pursue careers in counseling, family law, medicine, social work, early childhood education, and human resources – often after specialized graduate training.
NRES

• The Department of Natural Resources and Environmental Sciences (NRES) is an interdisciplinary unit with biological, physical, and social scientists working together to increase the sustainability of natural and human environments from the local to global scale.

• NRES students experience a unique learning environment and curriculum that is at the dynamic interface of traditional classroom instruction, bench science, and hands-on field experiences.

• The NRES faculty represent a unique mix of disciplines ranging from ecologists to economists and lawyers. This diversity fosters a deep understanding of the complexities of modern environmental issues and their solutions.

• A global perspective is critical for understanding and solving today’s environmental challenges. During their undergraduate career, 2 out of 5 NRES students study abroad – higher than the campus average.

• The NRES curriculum prepares students to enter environmental professions in every arena: consulting, government (from local to national), corporate, and non-profit. Graduates are improving the environment through their work in sustainability policy, global change, sustainable energy, water quality, food security, and biodiversity conservation.
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