

# GLENN A. TERPSTRA

Graphic Design Educator | Motion & Interactive Media | Community-Based Design



terpstrag.com

## TEACHING PHILOSOPHY

As a graphic design educator, my teaching philosophy is grounded in preparing students to navigate—and shape—the future of an evolving design discipline. With ten years of experience teaching art and design at the college level, I have built a practice centered on multidisciplinary thinking, the integration of emerging technologies, and the cultural and ethical contexts that inform contemporary visual communication.

I believe that graphic design education must anticipate the future, not simply respond to it. My curriculum design prioritizes adaptability, critical inquiry, and fluency in technologies that increasingly define industry practice. I actively incorporate AI-driven tools and computational methods as catalysts for creative exploration, helping students understand not only how to use these tools, but how to evaluate their implications and responsibly integrate them into professional workflows. This approach reflects my long-standing research into digital–physical intersections and design’s expanding technological landscape.

In the classroom, I create collaborative, student-centered environments where diverse perspectives shape discussion and critique. I encourage students to articulate their ideas clearly, challenge assumptions, and pursue thoughtful experimentation. My instruction emphasizes concept-driven problem solving, rigorous iteration, and professional execution, while allowing space for individual interests and varied learning methods. Each student’s background and strengths contribute to a richer, more dynamic studio culture.

Beyond the studio, I mentor students in building their professional identities through community engagement, interdisciplinary collaboration, study abroad opportunities, and grant-supported projects. These experiences expand their understanding of design as a global and culturally responsive practice. I see advising and mentorship as extensions of teaching—integral to supporting students’ long-term growth and preparing them for meaningful careers.

Ultimately, my goal is to help students become designers who are not only technically capable, but critically engaged, ethically grounded, and prepared to lead a rapidly shifting professional landscape in both emerging technologies and human-centered approaches to design.

## COURSES TAUGHT

FOUNDATIONAL	Design Introduction	<i>Exploration of basic art concepts through 2D and 3D design problems.</i>
	Design Graphics I	<i>Introduction to visual communication, design principles, and 2D/3D form exploration.</i>
	Design Graphics II	<i>Development of digital design skills including branding, typography, image-making, and layout.</i>
	Photography	<i>Fundamentals of digital photography, composition, lighting, and visual storytelling.</i>
INTERMEDIATE	Computer Layout	<i>Digital layout design focusing on typography, composition, UX, and publication systems.</i>
	Motion Graphics	<i>Principles of animation and time-based design using concept-driven motion systems.</i>
	Design Graphics III	<i>Intermediate studio focused on concept development, identity systems, and visual communication.</i>
ADVANCED	Design Graphics IV	<i>Advanced design studio emphasizing integrated projects, process refinement, and portfolio development.</i>
	Thesis Exhibits	<i>Discussion, development, and gallery-presentation of senior thesis projects.</i>
	Design Studio VIII	<i>Comprehensive design projects integrating research, concept development, and professional execution.</i>
SPECIALIZED	Independent Study	<i>Self-directed projects exploring specialized topics in design, media, and creative research.</i>
	Student Experience	<i>Student research for IIDF Design Lab, Social Justice Poster Project, Downtown Fresno Revitalization Project.</i>