The SUPSI 2019 Annual Report is presented once again in the form of a newspaper. The news is mainly about the projects for the 2019 calendar year. Having been prepared during the healthcare emergency that particularly affected our region, it is evidently also influenced by the complex condition in which we found ourselves, faced with the need for a sudden and profound paradigm shift in working practices aimed at ensuring the continuity of our valuable institutional mandates for the Undergraduate and Graduate Program, Continuing Education, Applied Research and Service Performance. Reading it, or even just leafing through it virtually, it is possible to explore some of the significant results of our qualified and dynamic action with the relative concrete impact in favour of the sustainable development of our society.

We have selected projects from all of our departments and affiliated schools to allow readers to grasp the ever wider and interconnected range of disciplines in which we are directly involved and to appreciate the interdisciplinary and inter-professional synergies that allow us to face with an innovative spirit the complex problems we are confronted with alongside our regional and academic partners.

In 2019 the edition of SUPSI Arts - which took place on April 14 at the Stelio Molo RSI auditorium in Lugano-Besso – took inspiration from works by eminent figures such as Plato and Erik, Satie, John Cage and Metre Cunningham. Music, dance, visual arts and theatre emerged in a multimedia project, fruit of the collaboration of the artistic souls of the School: Conservatorio della Svizzera italiana – University of Music, the Accademia Teatro Dimitri and the former students of the Bachelor in Visual Communication.

Continued on page 4
What are Bento Boxes? For people who are not familiar with the land of the Rising Sun, the question is more than valid. In Japan, the term indicates a container (of all shapes, materials and colours) with various compartments in which the most popular and delicious, but also those that are usually consumed during the lunch break at school or at work.

At SUPSI the term was adopted a few years ago to indicate a moment of meeting between staff, co-workers and students during which a series of initiatives and ideas of interest across the entire School were presented. Following a first edition in which the 20 SUPSI Strategy and the My-SUPSI cards were presented, in 2019 the appointment with the Bento Boxes returned in all departments with the theme of Quality as a protagonist: an opportunity that allowed a closer look at the quality assurance system and collect ideas, views and opinions for a qualitative work and study experience through video testimonials from students and staff. What does quality mean? How can you contribute to its improvement? What do you appreciate about your work experience at SUPSI? The Executive Administrative Office, the Communication Service together with departmental heads, the Student Life Service and the Quality Service welcomed with coffee and croissants all the staff and students who wanted to present their point of view with a short video-testimony. The videos of the students also took part in a competition: the best entries were evaluated and awarded by a special jury that selected the winners from a large group of participants who presented their point of view on Quality. The award ceremony took place at the Palazzo dei Congressi in Lugano during the fourth edition of the Long Night of Careers.

The students’ point of view regarding to the relationship between quality and education, campus life and university services.

My idea for a quality study experience is to focus on campus life because I believe it is an important part of every student’s life. I’d like to create a platform with three basic elements: communication, information and coordination. Thanks to this tool, which will be a community network, each person will have the possibility to connect with the various departments of SUPSI - the student feels an integral part of a group. I believe that this network of platforms will be a true community network with the function of bringing the various departments of SUPSI together.

In order to improve the quality of university life, I thought of SUPSIPrize: a platform capable of connecting students, professors and staff from all over the SUPSI universe. Do you need help to carry out a certain job? Imagine being an Architect student who needs to layout a portfolio, if you don’t have the skills to do it the application allows you to get in touch with a student with the required skills who can help you. The platform will be accessible online through a unique username and password. The aim of SUPSIPrize is to facilitate the exchange of ideas and experience within the University community, to create a platform for students to connect and collaborate, and to ensure that all students have access to a wide range of resources and support to help them succeed in their studies.

The quality of teaching and above all of learning is a fundamental element that can only be measured by the students and self-evaluations. Graduate level, all modules are evaluated through the active and regular involvement of a fundamental element that can only be measured by the students and self-evaluations. Graduate level, all modules are evaluated through the active and regular involvement of a fundamental element that can only be measured by the students and self-evaluations. Graduate level, all modules are evaluated through the active and regular involvement of a fundamental element that can only be measured by the students and self-evaluations.
A strategy in the name of continuity

On 6 December last year, the SUPSI Board approved the basic elements of the Strategy for the four-year period 2021-2024. Considering that the path for the achievement of numerous objectives is planned over a period of at least two four years, it has been developed in line with the current one, which covers the period 2017-2020, confirming many of the current objectives. In order to better understand the main developments, we posed some questions to the Chairman of the SUPSI Board, Alberto Petruzella.

The new SUPSI Strategy is structured in four basic strategic guidelines that will be the focus of the new period. These goals are: to adapt the organisational model to the new institutional and sectoral context; to improve the processes and functions of the School; to further strengthen the transversal management capacity; and to focus on the framework conditions for its development and quality assurance. At the same time, it allows to give autonomy and legitimacy to all members who are part of it, to allow them to carry out their work effectively and positively, with reference to all the scientific, institutional, management and leadership activities as well as to the care of internal and external contacts. We posed some questions to Franco Gervasoni, General Director, to understand what the main new elements are.

What does the strengthening of the SUPSI Management consist of?

For a more structured and synergic management of the mandates at an institutional level, it is envisaged to integrate the roles of the Mandate Directors into the SUPSI Management through the establishment of a Director of Undergraduate and Graduate Programs and a Director of Continuous Education who will work alongside the Director of Research, Development and Knowledge Transfer, Giambattista Ravano. In order to strengthen the administrative and transversal support activities, it was also decided to appoint an Administrative Director who will manage the Finance, Human Resources, Real Estate & Facility Management, IT and Nursery services, with the support of the specific reference networks.

The new organisation of the SUPSI Management, adopted last December by the SUPSI Board, arises from the need to strengthen its function as a body responsible for internal cohesion and for the strategic and identity management of the Institution, ensuring effectiveness, efficiency, sustainability and favourable framework conditions for its development and quality assurance. At the same time, it allows to give autonomy and legitimacy to all members who are part of it, to allow them to carry out their work effectively and positively, with reference to all the scientific, institutional, management and leadership activities as well as to the care of internal and external contacts. We posed some questions to Franco Gervasoni, General Director, to understand what the main new elements are.

The management is strengthened

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The concept of "sustainable development" does not appear explicitly in the strategy, while it clearly emerges in the one that will be implemented from 2021 onwards. Why this desire to make it so explicit? What are the objectives that SUPSI sets itself on this issue in relation to the management of the institution and the execution of its mandates?

While not appearing explicitly in the Strategy, the School has already done a lot in the past. Both in our day-to-day management, where many aspects are taken care of, for example, to limit the environmental impact of our activities, and in our official mandates: teaching, research and service provision. Expressing it explicitly in the strategy has two objectives: to map and explain even better what is already being done and, building on a solid base, to do even more and better.

At its last meeting in 2019, the SUPSI Board of Directors chose a new organisational structure to strengthen the Management. This theme also emerges clearly in the new strategic map. What is the main objective of this reorganisation?

Our school has grown a lot over the years, both in size and complexity. It is therefore a question of adapting the organisation to changing needs. First of all, we have decided to support the General Director with two new figures: Administrative Director, whose role will be held by Renato Bernasconi, appointed by the SUPSI Board in early 2020 as Director of the Executive Administrative Office, Pamela Vajega. The aim is to make all the units that already support SUPSI even more effective. We then decided to support the Director of Research, Development and Knowledge Transfer, Giambattista Ravano, with two new positions: Director of Continuous Education, Nadia Bregoli and the Director of the Undergraduate and Graduate Program Daniela Willi-Piezzi, former Adjunct Professor at the Department of Business Economics, Health and Social Care and also appointed by the SUPSI Board to her new role in spring 2020. We will therefore have a matrix structure in the future: the General Director and the entire SUPSI Management will benefit from the support of transversal figures in the management of services and the three key tasks of the School: Continuous Education and Research and transfer of knowledge.

Of course, it is not enough to design an organisational chart to improve the processes and functioning of the School. Much is being done in the area of accreditation and quality assurance, and the new, enlarged management of the School will have the task of creating the best possible framework conditions so that those who work there can give their best and those who come to school can make the most of the time they spend on their personal development.

In the period 2021-2024, in order to respond to regional needs, SUPSI aims to further develop its educational offer and research activities in the field of life sciences. What in particular are the new fields identified with promising strategic development? How does SUPSI intend to develop this new field of activity?

At SUPSI we already have a lot of expertise in areas related to life sciences. We are dealing with a rapidly developing and very promising sector, three questions have been addressed. The first is to know in which areas SUPSI has the scientific expertise to play a role both academically and as a service to our society. The second question is whether the current organisation is still adequate or whether there is a need to group these activities differently in order to allow for the necessary synergies and facilitate their development. Finally, quantifying the investment in financial terms. We have decided to focus on the fields of biomedical technologies and environmental microbiology, to create two institutes, the first one belongs to the Department of Innovative Technologies (DTI) and the second to the Department of Environment Constructions and Design (DACD). We have defined the measurement of the degree of financial investments. Here too, once the framework conditions have been set, the ball passes to our staff.
A dynamic professional university, pragmatic and open to change

From the Report we can also derive our attention to innovation and the anticipatory capacity that we must increasingly demonstrate in looking to the future with an approach open to critical confrontation, aware of the rapid and – in part – unpredictable changes with which are confronted with all the professional fields that affect our activities. The recent experience of COVID-19 has taught us that not only the megatrends in which we are involved lead to ever more rapid changes, but also that we must be ready for potential sudden changes in the direction of their trajectories. A significant part of the Report is dedicated to institutional activities that have led to create a solid foundation in future projects. I am thinking in particular of the new Quality Assurance System, also in view of the long and demanding institutional accreditation process, the drafting of the new SUPSI Strategy 2021 - 2024 which will form the basis of the next parliamentary message on cantonal university policy, the reorganisation of the SUPSI Management and the finalisation of the Collective Labour Agreement for technical and administrative staff, which has made it possible to achieve a qualitative leap forward in terms of quality of the working conditions of every one of us, SUPSI staff. At the centre of the news are the projects and above all the people who animate them: colleagues, students, former students, academic and regional partners. To testify to the fundamental importance of our human capital and the virtuous relationships we manage to create - internally and externally - to create increasingly solid and profitable networks of collaboration. Direct personal relationships, which in any case, even in the future development of digitalisation and new study and work practices, will remain the key factor for the development of individuals, institutions and society in general. The profound experiences related to the encounter with the anthropomorphic robot Sophia, described on page 10, and to the exclusively digital connections during the recent lock-down quarter, were further confirmation. The Report also allows a highlighting of the progress of our logistics projects in Menstrino, Viganello and Brig, which from 2021, will be a further factor of attraction for our students and staff. The insert A year in figures with statistical data, allows also a have an overview of our quantitative development in recent years, with data on students in the undergraduate and graduate program and continuing education, on research and services, on mobility, on staff, on the positive financial results of the past year and on the inclusion in the world of work of our graduates. We thank all of you who will have the curiosity to browse the contents of this Report. Colleagues, students, alumni, politicians, partners research our project in the region, in the national and international academic community. It is only thanks to all of you that we are able to fully play our role as professional university open internationally that we are deeply rooted in our area, in Ticino, the Crissons, Valais and the rest of Switzerland. With the wonderful cover image of the 593 SUPSI graduates in 2019, which, more than words, represent the injection of positive energy that we transmit every year to our socio-economic fabric, together with them we look with confidence to the future and its new normality. We wish you a stimulating read to discover SUPSI, the university of experience.

Organization chart

From the left: Alberto Petruzzella, President of the SUPSI Board and Franco Gervasoni, General Director

SUPSI Board
President: Alberto Petruzzella
Vice-president: Claudio Boar

Management and Governance Commission
President: Beatrice Faccio
Vice-president: Carlo Maggini

Internal audit
Thomas Toffanini

Director:
Giambattista Ravano

Knowledge Transfer
Research, Development and Innovation (KDI)
Director:
Nadia Bregoli

Director:
Continuing Education
Nadia Bregoli

Research, Development and Knowledge Transfer
Director: Giambatista Ravano

Organization chart

SUPSI Direction
Head: Pamela Vakopga

General Director
Franco Gervasoni

General Direction Services
Supervisor: Bice Bicci

Quality Coordination Commission
Director: Luca Marzari

Internal Control System
Director: Stefano Marzari

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The year at a glance

May
54 Master’s degrees for managers and engineers

On 21 May, the 2019 Master Diplomas from the Department of Business Economics, Health and Social Care (DEASS) and the Department of Innovative Technologies (DTI) were awarded. There were 22 new graduates and recent graduates from the Master of Science in Business Administration with Major in Innovation Management, and 32 from the Master of Science in Engineering. The ceremony was opened by a greeting from SUPSI General Director Franco Gervasoni, who underlined the constant growth in the number of graduates in these two areas and the importance of training the relevant professional figures for the local and international economic fabric.

June
The staff portal was born

In June, all staff members were provided with a new sharing and participation tool created with the aim of improving internal communication and operational processes. A constantly evolving tool – adaptable to the needs that arise through the feedback of users – allows, among other things, to access the news and events of the School, to quickly and intuitively obtain working documents for use, daily and to know and discover the activities and initiatives of colleagues.

June
Mendrisioperno

All five of the degree programs in the Department of Environment Constructions and Design (DACE) participated, with different initiatives, in the didactic and multidisciplinary Mendrisioperno which has its roots in the interaction between different professional fields, with the aim of favouring an identity and participatory development of the region. Students, teachers, municipalities and citizenship, have given rise to more than 50 projects, including the redevelopment of the Camino Squirrolo and the design of a museum display of the UNESCO heritage site of Monte San Giorgio - which were presented from 12 to 15 June at the Mercat Coperto di Mendrisio and in some places in the town.

September
Credit Suisse Award for Best Teaching

On the side-lines of the courses (see article on page 9) The award ceremony for the Credit Suisse Award for Best Teaching, a competition for teachers of SUPSI undergraduate and graduate and continuing education, took place. Gabriela Corti Mussi - representative of the Credit Suisse Foundation and communications manager for the Ticino Region of Credit Suisse - and Franco Gervasoni delivered the first prize for the project “A drawbridge for future management engineers. A role-playing game to design a bridge between computer science and construction science” proposed by Paolo Giorgetti and Giuseppe Landolfi of the Department of Innovative Technologies (DTI). In second place were awarded two ex equo jobs: The didactics of writing in flipped classroom mode by Simone Formara of the Department of Education and Learning (DEA) and the CAS Public Energy Management (PME) by Roman Budek, Marco Belluardi and Albedo Bettini from the Department of Environment Constructions and Design (DACE).

October
Success for the fourth Sino-Swiss symposium

On 25 October, at the Coronado Hotel in Mendrisio, the 4th Sino-Swiss symposium of the Universities of applied sciences and arts was held, organised and promoted in partnership with the Chinese ambassador in Switzerland, the China Education Association for International Exchange (CEAIE) of Beijing and from SUPSI. The purpose of the symposium was to show the functioning of the School, through practical examples of initiatives activated in particular in the Mendrisi area. Relations with stakeholders was examined in depth, presenting examples of projects in favour of the local community carried out with the involvement of institutions, companies, students, teachers and researchers, with the aim of enhancing the specificities of universities of applied sciences and art in economic, social and cultural development, and consolidating relations between Swiss and Chinese institutions.

November
Businesses and students at the Long night of Careers

Also during 2019, SUPSI joined the Long Night of Careers, held on November 14 at the Palazzo dei Congressi in Lugano. An event aimed at the whole community of the School (students, graduates, alumni, staff) and which on the occasion of its fourth edition wanted to deepen the themes of change in the world of work and career 4.0. In a dynamic, interactive and exchange context with experts from the economic world, the participants in the evening were able to meet potential employers and develop skills and competences through practical cases and guided discussions on the important career theme with an innovative and informal approach.

November
The moon illuminates the ceremony of the awarding of Bachelor’s degrees

On the occasion of the 50th anniversary of the lunar landing, the conquest of the moon was the metaphor used to underline the important milestone reached by the 591 graduates who in 2019 successfully completed their studies, ready to conquer new goals also in professional fields. The ceremony – which took place on 30 November in the presence of a large audience at the Palazzo FEVI in Locarno – hosted numerous institutions and cantonal organisations that supported the important event through the Talent/thesis Award awarded to the best Bachelor graduates of each degree course who stood out for the excellent result obtained in the final thesis work.

December
Tenth birthday for the Bachelor in Management Engineering

“An innovative and interdisciplinary degree course to seize growing professional opportunities between the engineering and management of organisations and processes”, with these words, Prof. Emanuele Carpanzano, director of the Department of Innovative Technologies welcomed the participants to the event aimed at celebrating ten years of the Degree Course in Management Engineering. A moment was dedicated to the students, the real protagonists, for the presentation of some degree course works carried out in collaboration with regional companies and institutions.
The term interprofessional education (IPE) refers to a type of education in which students of different professions can learn together and/or from each other. IPE is important in preparing the student body for professional collaboration: a way of working as a team by sharing healthcare goals and placing the patient at the centre of care. This is to ensure shared, effective and efficient care, reduce health costs and the turnover of professionals. “Its building on these and other important theoretical contributions - says Graziano Meli, Head of Education of the Department of Business Economics, Health and Social Care (DEASS) - who, starting from the 2006/2007 academic year, within the Bachelor of the healthcare sector area (Nursing care, ErgoTerpy and Physiotherapy) a training model has been introduced which is based on the concepts and assumptions of the IPE. The underlying purpose of this formative choice is to encourage shared classroom moments that allow for an exchange between students and students of the three different professions, in order to favour a greater IPC when, as professionals, they find themselves working together”. In recent decades, in the rich scientific literature there has been discussion of the potential of IPE for the development of professional collaborative IPC skills. “Despite this,” says Monica Bianchi, Head of the Master in Nursing Care and author of several research projects on inter-professionalism, “there is still little scientific evidence on the impact of this type of pedagogical approach”. To contribute to the international debate and to try to evaluate the impact of the training course, two important researches have been carried out in recent years. “In the first, carried out in 2017, the focus was placed on the internship to observe the way in which students are prepared for the IPC. In the second one, financed by the Federal Office of Public Health (FOPH) and concluded in 2019, the effectiveness of interprofessional training was instead analysed in students who followed a didactic path that integrates this model (students in the 1st and 2nd year of training, one year and two years after the diploma)” continues Monica Bianchi. Important evidence emerged from this latest study – submitted to the FOPH at the end of 2019 and published in the three national languages - on the impact of the IPE, on the persistence of its effects over time, on the learning process it generates and on the change in skills base once that the person has entered the world of work. “The effectiveness of the IPE was also examined through the analysis of the learning process and made it possible to highlight that it is experienced by the students as a challenging, sometimes delicate and complex path, but appreciated in the long-term. “The results of the research,” says Monica Bianchi, “confirm the importance of IPE in building aptitudes for IPC, so much so that the FOPH encouraged SUPSI to disseminate the training model and included its experience in a recently published brochure that brings together Swiss experiences”. The significance of the experience and the results achieved has stimulated the collaboration with the University of Lugano which, starting from September 2020 will start the Master in Medicine, to design an IPE experience that involves over 130 students per second year of SUPSI Bachelors in Nursing, Physiotherapy and Ergotheraphy also the 70 medical students. “An initiative, Monica Bianchi concludes, “that will see various professionals discussing clinical cases in search of effective treatment solutions in the interest of the quality of care provided”.

In addition to the teaching staff, those involved in the training course are students who, interviewed on the IPE experience lived, underlined the importance it had in the construction of their professional role as well as in the development of aptitudes for collaboration with colleagues of other professions. “During the three years of training,” explains Agata Ferrari, graduate in Nursing Care, “the common modules have been structured in such a way as to highlight the collaboration between the various professional figures. There were several moments of exchange in groups to allow us to get to know better the role of future colleagues; aspect also found during periods of internships, during which it was possible to reflect and implement what had been discussed in class”. According to Simone Ballerini, a graduate in Physiotherapy, “an important element was the work on clinical cases carried out together with occupational therapists and nurses”, while for Alan Merz, a graduate in Physiotherapy, “the humanistic vision at the basis of SUPSI health training the concept of inter-professionalism: not a simple collaboration as an end in itself, but the sharing of a path aimed at providing quality care and in the interest of patients”. For the professionals of the structures that host SUPSI students (hospitals, elderly homes, Spitz, etc.) and/or who hire them at the end of the training, the specificities that can be noticed in these people are in particular the ability to integrate the theoretical aspect with the practical aspect by mobilising the knowledge learned and acquiring still more through the search for scientific evidence and the ability to take responsibility. The ease with which they manage to fit into the work context and inter-professional teams was also highlighted, as well as the need for less time to devote to their integration course. All very positive aspects confirming the effectiveness of the training method applied.

The seventh edition of Sportech was particularly important for SUPSI, which participated for the first time as co-organiser of the event together with the National Youth Sports Centre Tenero (CST). If in past editions the School was present at the event with didactic proposals born from the skills of its various departments, highlighting its ability to make different disciplines communicate with each other, this new leading role is to be read as the natural adherence to a common goal: the active promotion of the understanding and interplay of young people in the technical-scientific field in the fields of mathematical, computer, natural and technical sciences (MINT). The intent extends to aim at supporting the school program, allowing the examination of themes that offer interesting links to the contents of the programs of some teaching subjects, in particular of those scientific disciplines often considered “difficult”, such as mathematics, physics and chemistry. A concept reaffirmed by the General Director Franco Gervasini on the occasion of the press conference to present the event: “SUPSI is regularly engages in the promotion of initiatives that instil in young people an awareness of the importance of science and technology in everyday life, in order to encourage them in directing their studies in the MINT disciplines”. Showing how science and technology affect sport and everyday life was the goal of the 2019 edition. The positive synergy with the CST also allowed to consolidate the collaboration with other important partners: the event was in fact supported by the National Academy of Sciences (SANW), the Department of Education, Culture and Sport (DECS), the Cantonal Hospital (EOC) and has benefitted from the media partnership of the Italian-speaking Swiss Radio and Television (RSI). 316 students from 155 classes from schools throughout Switzerland and neighbouring Italy (“middle,” high school and professional) participated in the activities proposed by the 43 laboratories present (eight of which presented by SUPSI). An edition open for the first time also to the population, who participated in large numbers in the visit to the laboratories and in the two public conferences, which respectively hosted the specialist in sports video analysis Adriano Bacceli and the Asota Mountain Climber and speaker Hervé Barnasse. The workshops presented the participants with the multiple relationships between technology and sport in a simple, didactic and above all interactive way, ranging from biomechanics to training sciences, from engineering linked to technical supports to sports medicine, from physics to movement sciences.
Research on Gino Severini’s mural paintings in Switzerland
Study of the unpublished works of a world-renowned Italian artist

Between 1924 and 1947, the Italian painter Gino Severini (1883–1966) left a testimony of his multifaceted artistic activity in five churches in the cantons of Fribourg, Valais and Vaud, during a period of collaboration with the artistic movement of the Croup de Saint-Luc. Despite the international fame of the artist, these mural paintings are little known both from the point of view of art history and from the technical point of view. In fact, these important examples of modern wall painting have never been scientifically investigated: the constituent materials and the executive procedures used by the artist are unknown, at a time when the relaunch of mural painting is often carried out in experimental forms, in light of the innovations introduced in the artistic field by the developments of chemistry and industry. The research project was launched in 2019, and financed by the Swiss National Science Foundation. Over the course of four years, it aims to fill this gap in the knowledge of this particular moment in the history and culture of Switzerland and the actions of Gino Severini, an artist known internationally for his paintings linked to the movements of tourism and culture in the early 20th century, which can be found in all the great museums of modern art around the world.

A multidisciplinary team, led by researchers from the SUPSI’s Institute for Materials and Constructions (IMC), which is made up of art historians, conservators-restorers, architects and scientists, in collaboration with the University of Lausanne (UNIL) and the University of Arts Bern (HKB), has so far studied the wall paintings of the first two churches decorated by Gino Severini in Switzerland, in the canton of Fribourg: the church of Saint Nicolas de Myer in Semsales (painted 1924–1926) and the church of Notre-Dame de l’Assomption in La Roche (painted 1927–1928). The study methodology included a first phase of archival research, both in Italy and Switzerland, followed by an important in-situ study phase where, thanks to the installation of scaffolding, it was possible to access the painted surfaces. A first accurate visual observation was accompanied by non-invasive investigation techniques, i.e. innovative methods – such as multispectral imaging and portable spectroscopic investigations – that made it possible to identify pictorial materials in-situ without removing any material. Based on the results obtained from the non-invasive surveys selected some areas to be sampled and subsequently micro-samplings of material to be analysed with specific invasive methods were carried out in the scientific laboratories of SUPSI and HKB. Through these studies it was possible to understand the execution technique and the artistic and technical development of this artist interested both in the tradition of fresco painting and in the modern pictorial materials available on the market. The project involves the sharing of information by promoting an Open Science approach for the accessible dissemination at all levels of society of publications, data, and all kinds of information obtained during the research.

Research will continue in the summer of 2020 on the coronation of the Virgin Mary in the apse of the Basilica of Notre-Dame in Lausanne (1930–1934). It is expected that some days of “open doors” will be organized to illustrate the research work in progress; on this occasion, if the scaffolding allows it, it will be possible for a small number of visitors to access the site to observe Severini’s paintings at close range.

The research team is composed of:

**Project leaders** - Francesca Pipol (SUPSI), Nadim C. Sherer (HKB), Project partner - Dave Lithi (UNIL), Documentation team - Olivier and Elise Feihl, Rémy Gindroz and Chiara Stefani (ARCHEOTECH SA), Jacopo Russo (SUPSI), Research team - Ottaviano Caruso, Margherita Z. Yahu, Nicole Gamondi, Paola Iazurlo, Maria Rose Lanfranchi, Stefania Luppichini, Patrizia Moretti (SUPSI), Carmen Effner, Stefan Zumihal (HKB), Camille Noverraz (UNIL).

**Project partner** - Cente Lucio Valva, Nicola Gamondi, Paola Iazurlo, Maria Rose Lanfranchi, Stefania Luppichini, Patrizia Moretti (SUPSI), Carmen Effner, Stefan Zumihal (HKB), Camille Noverraz (UNIL).

**Documentation team** - Ottaviano Caruso, Margherita Z. Yahu, Nicole Gamondi, Paola Iazurlo, Maria Rose Lanfranchi, Stefania Luppichini, Patrizia Moretti (SUPSI), Carmen Effner, Stefan Zumihal (HKB), Camille Noverraz (UNIL).

**Non-Invasive investigations** - Acquisition of information on the composition of pictorial materials through portable infrared spectroscopy. Mural by G. Severini in the choir of the Saint-Nicolas Church, Semsales.
When the theatre chronicles current events: onwards migrants! Stories of escape and arrival.

For a few weeks, twelve students from the Accademia Teatro Dimitri, under the guidance of director Volker Hesse and choreographer Andrea Herdeg, worked together with some refugees and asylum seekers residing in Ticino.

During the spring of 2019 the Accademia Teatro Dimitri contacted the humanitarian organisation SOS Ticino. The aim is to create a show with asylum seekers who have settled in Ticino, who were involved in the project and allowed them to tell the story of their exile first-hand. 12-13 year Bachelor students and 15 refugees agreed to participate in the project. Intensive, sometimes difficult, the collective work is defined by the meeting of two worlds, a theme that remained the background of the show: “the migrants were very involved, very active in the reenactments; the show gave them a purpose, a meaning”, says a student, who said he was overwhelmed and transformed by the experience: “the contact with the migrants, seeing them work to express their suffering and their hopes on stage, all this represents one of the strongest experiences in my life, which led me deeply re- view my acting and writing”. If on the other hand the show deals with these issues related to the exile and the encounter with的新comers, the aim of the tour undertaken by the migrants. The dramaturgy built starting from the direct testi-

memories of the amateur actors, recounts the confrontation with the danger, the trauma of escape, tiredness, hunger and thirst, but also and above all the often brutal and inhuman treatment of which they, the migrants, were victims.

Making the most of the resources of the physical theatre taught at the Accademia Teatro Dimitri, the direction favours non-verbal, physical theatre, to transmit and testify. Throughout the show the fear, anxiety, exhaustion, but also solidarity and moments of joy are expressed without words. The silent expressiveness of the actors opposes political abstraction the embodied, lived and sensitive existence of people forced to flee, the inmemorable experience of exile. The play gives them back a simple and universal humanity. “Without closure”, says the German theatre producer Volker Hesse, “there is no understanding”. Hence the idea of creating an effective contact between migrants and the public, closing the show with a large banquet to celebrate sharing and hospitality, to which spectators are invited to partici- pate. A moment of encounter and openness that has spontaneously given life to rich discussions between artists and the public and contributed to the strong media success and national and international impact of the project. A show that was sold out in Locarno, waiting lists in Zurich and great participation in Udine and Venice, demonstrating that non-verbal theatre can concretely help to overcome linguistic and cultural barriers.

by Valeria Canova*  

On the part of the participants we noticed great enthusiasms and full participation. It was a wonderful experience. Asylum seekers are people who, due to both linguistic and cultural difficulties, do not always find it easy to express their point of view and their emotions. A fundamental moment for their integration was the comparison with local institutions such as SUPSI, with students, with people who live in Ticino and with others who, like them, come from far away. In this way they felt part of a group. They found a space within society and have been helped out of the social isolation in which they often find themselves. It was certainly important to recognise an interest in their history and their journey in order to enhance their experience. This project has allowed them to develop other skills as well, in the workplace for example, such as being punctual for meetings, teamwork, compliance with indications. They were also able to practice the Italian language, reinforce their self-esteem and get to know Ticino and Switzerland better. SOS Ticino is very satisfied with this project which was completed by all the participants and, even for this aspect alone, it was a great success. We very much hope to repeat the experience.

* Head of the SOS Ticino migration sector

Demonstration of Thymio II during a meeting at the DFA

When the theatre chronicles current events: onwards migrants! Stories of escape and arrival.

Switzerland

Computational thinking analysis with an intelligent tutoring system

In recent years, in the wake of the digitalisation and automation of our society, requests have increased to integrate computational thinking (CT) into compulsory school curricula. Based on the definition by Shute et al. (2017), CT is "the conceptual foundation necessary to solve problems effectively and efficiently (i.e., algorithmically, with or without computer assistance) with solutions that are reusable in different contexts". There are different approaches on how to introduce computational thinking to school, in some cases educational robots are used. In Switzerland, for example, the Thymio robot was introduced which has been very successful in elementary and middle schools and which is used by thousands of teachers. From the point of view of the teaching training, dedicated training has been activated such as the CAS in educational robotics of the Department of Education (DFA) and the Department of Innovative Technologies (DIT). Teachers are not lacking even didactic activities to be carried out in the field of educational robotics. Hundreds of ready-to-use classroom activities can be found on the Internet, such as www.roteco.ch, which was developed in collaboration with the DFA, EPFL and ETHZ.

During the spring of 2019 the Accademia Teatro Dimitri started a project called “Teatro Ticino / Abroad” under the guidance of director Volker Hesse and choreographer Andrea Herdeg, working together with some refugees and asylum seekers who have settled in Ticino.

The aim is to create a show with asylum seekers who have settled in Ticino, to allow them to tell the story of their exile first-hand. In the spring of 2019, the Accademia Teatro Dimitri contacted the humanitarian organisation SOS Ticino. The aim is to create a show with asylum seekers who have settled in Ticino, allowing them to tell the story of their exile first-hand. The show, which was sold out in Locarno, waiting lists in Zurich and great participation in Udine and Venice, demonstrating that non-verbal theatre can concretely help to overcome linguistic and cultural barriers.

When the theatre chronicles current events: onwards migrants! Stories of escape and arrival.

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On the part of the participants we noticed great enthusiasm and full participation. It was a wonderful experience. Asylum seekers are people who, due to both linguistic and cultural difficulties, do not always find it easy to express their point of view and their emotions. A fundamental moment for their integration was the comparison with local institutions such as SUPSI, with students, with people who live in Ticino and with others who, like them, come from far away. In this way they felt part of a group. They found a space within society and have been helped out of the social isolation in which they often find themselves. It was certainly important to recognise an interest in their history and their journey in order to enhance their experience. This project has allowed them to develop other skills as well, in the workplace for example, such as being punctual for meetings, teamwork, compliance with indications. They were also able to practice the Italian language, reinforce their self-esteem and get to know Ticino and Switzerland better. SOS Ticino is very satisfied with this project which was completed by all the participants and, even for this aspect alone, it was a great success. We very much hope to repeat the experience.

* Head of the SOS Ticino migration sector
Evaluation of teaching and learning practices

What does the act of evaluating imply for the teaching staff? What role does the evaluation play in the teaching-learning process?

An attempt was made to respond to these questions on the occasion of the fourth SUPSI training day, held at the Department of Environment Constructions and Design in which about 200 staff took part, including professors, teachers, researchers, students and alumni of the school. A biennial event that in 2019 explored the issue of evaluation in various ways: three plenary reports, group work aimed at identifying the priorities and the possibilities for developing evaluation procedures within the School, and the participation of enrolled in two workshops among the eight planned.

The starting point of the reflection was the suggestions contained in the 2018 Fare Formazione report conducted by researcher Loredana Addimando of the DFA's Center for Innovation and Research on Educational Systems. As noted by many international studies, to teachers the act of evaluation implies - as an immediate response - both a moment of verification of the knowledge and skills acquired by students and a useful tool to sanction their success or failure. The morning’s speeches were entrusted to the teachers Valentine Roulin of the Haute École Spécialisée de Suisse occidentale (HES/so) and Giovanni Di Pietro of the Berner Fachhochschule (BFH); and by teacher Matteo Luigi Piricò of SUPSI, and they contributed to reconsider the value of assessment and give it a more complex role within the teaching-learning process. It therefore proves to be a procedure that goes far beyond the simple certification function.

Professor Fulvio Poletti, head of the Service for Didactics and Teacher Training (SEDIPO) and one of the promoters of the Day, points out that “for the student, evaluation is a central point of the academic experience: for some it becomes the only reason for which one studies, often making the study merely mnemonic and short-lived; for others it represents an essential opportunity to verify the achievement of their training goals; for still others it constitutes the origin of learning blocks that frustrate efforts and lead to demotivation”. It is therefore important to involve the student body in a process of accountability and awareness of their abilities, their training goals and personal growth.

“From this perspective,” continues Poletti, “the orientation by skills, for example, which distinguishes most of the study programs of a professional nature, requires the conception and implementation of new methods and new tools to verify what they have students really learned during their training”.

A useful element to make the student independent and responsible for his / her training path was identified in the self-assessment, which is recognised as having benefits in terms of depth of learning, increased self-esteem and development of self-regulation skills. In this case, a different awareness of the roles assumed by the teacher (facilitator / coach / certifier) and a didactic aimed at making the student part of his learning process are required.

For most of the participants there was a clear need to clearly identify the competences and learning objectives that students have to achieve; at the same time, we ask ourselves about the methods suitable for their evaluation, methods that must be chosen by the teachers themselves in relation to the why and what they intend to evaluate. In this perspective, the evaluation process can take place before, during or after the teaching-learning process and can make use of various tools such as the evaluation rubrics, observation grids, checklists, etc.

“In view of the numerous issues addressed,” concludes Poletti, “the participants felt the need for support to support the development of their own pedagogical-didactic skills in the field of evaluation. In particular, there was a need to get to know some methodologies more closely and to take advantage of support in identifying authentic didactic situations in tune with the competence approach”.

From left: Valentine Roulin, Matteo Luigi Piricò, Giovanni Di Pietro and Wilma Miniggio

Online information: how do young people (really) search for it?

The LOIS project responds to this question developing innovation in the educational and methodological fields

When looking for information, the first thing we usually do is turn to the internet. The web is the first source of information for practically everything today. Understanding how young people search, find, evaluate and select information on the web is essential to support the development of Information Literacy skills and the creation of a healthy and democratic information environment. The Late-teenagers Online Information Search (LOIS) project, funded by the Swiss National Science Foundation and led by Professor Luca Botturi of the Department of Education and Learning (DEA) and Professor Silvia Giordano of the Department of Innovative Technologies (DIT), combines research on digital skills and information sciences in a scenario-based study, to observe and to analyse the real online information search practices of young people (16-20 years).

Luca Botturi explains that “many studies have explored this environment but in the vast majority of cases by asking people to search the internet in a laboratory while sitting at the side of a researcher, thinking aloud, or completing a questionnaire”. The LOIS project, on the other hand, tries to change the approach, and asks volunteers to search for information in a specific area (e.g., local politics) when and where they want, using their devices. The system then tracks their web traffic in order to collect data that describes what they actually do when they search for information online. The navigation logs are analysed with data-mining algorithms (data extraction) to identify models that are then related to specific variables (socio-economic status, digital self-efficacy, previous knowledge, etc.) and with a self-evaluation of one’s research. According to Botturi, “the LOIS project will generate new evidence on the behaviour of young people online, and will offer insights in the field of digital media education, in particular in relation to the transition between effective and self-declared skills, on the importance of issues and on variables that influence the implementation of skills.”
Innovation and sustainability at the centre of the debate

Numerous guests (both human and non) attended the second edition of the Swiss-Italian Innovation Forum

The role of innovation and its importance for sustainable social and economic development was discussed at the second edition of the Swiss-Italian Innovation Forum held on 14 October at the LAC cultural centre in Lugano. A moment of comparison and exchange that, with the same formula of the first edition proposed on the occasion of the 20th anniversary of the School, investigated in three separate sessions the relationships between innovation and the scientific, economic and political worlds. Giambattista Ravano, Deputy Director for Research and Innovation, explained that the decision to set up this meeting was taken in 2017 because of the “need, on the one hand, to shed light on what it means to innovate in Ticino by actively involving the parties involved in the scientific, economic and political world and, on the other, the desire to place the Canton in a local, national and international context.”

The conference was opened by Alberto Petruzzella and Claudio Boër, respectively President and Vice-president of the SUPSI Board, accompanied by an exceptional guest: the robot Sophia. Sophia came from Hong Kong to Lugano especially for the Forum. She is an android with feminine features, endowed with an artificial intelligence and able to answer questions thanks to her capacity to learn from previous conversations. A brief demonstration of her skills was offered to the public when she answered some questions from Claudio Boër and Alberto Petruzzella and when she addressed the latter with the phrase “What a beautiful living President, accepting with satisfaction a flow of words offered to her to honour her presence at the Forum.”

Among the numerous guests, the conference hosted Martina Hirayama, Secretary of State for Education, Research and Innovation, who recalled how in terms of research Switzerland “is working on several fronts to consolidate its already excellent competitive position. However, the biggest challenge lies not in focusing solely on maintaining and strengthening this status, but on the fact that sustainability and digitalisation efforts must move towards the development of new solutions that respond to global problems such as the need to reduce greenhouse gas emissions or to curb biodiversity loss.”

The meeting also offered a reflection on the policies implemented in the field of innovation in our region, fuelled by the presentation of the business models of innovative companies operating in the area and speeches by Christian Vitta, Director of the Department of Finance and Economy, who explained how in Ticino “the strategy to support innovation and entrepreneurship has as its guiding thread the networking of academic, economic and institutional players: an effective system to guarantee the enhancement of everyone’s skills.”

A winning strategy, as a recent study by the European Commission that has identified the innovative potential of 230 regions of the continent (Regional Innovation Scoreboard 2019) and sees Ticino occupy the second position in the ranking, behind Zurich. In conclusion, Professor Ravano recalled the complexity of the topic and the importance that “the Canton of Ticino, in consideration of its numbers and geographical position it occupies, is able to find its own role also thanks to times that they allow the exchange of opinions and perspectives like today”. Sophia’s presence in Lugano was also an opportunity to organise a meeting moderated by Vice-President Claudio Boër between the Hong Kong robot and the students enrolled in the different SUPSI degree courses who were able to interact with her powerful artificial intelligence, asking her questions and closely observing the impressive simulation of her more than 60 expressions.

Since 2019 the Accademia Teatro Dimitri has been offering professional and integrative training in the health sector for the clowns of the Theodora Foundation. Founded in 1993, the Theodora Foundation visits hospitals and specialised institutions to bring a little joy to the children through the visits of its “Doctor Dreams”. Each year, these professional clowns make more than 100 individual visits to around forty nursing homes throughout Switzerland. The work is particularly delicate as it disrupts with the therapeutic environment and which should follow on for further initiatives in the years to come. By 2022 the Accademia Teatro Dimitri’s first experience according to the participants and which should follow on for further initiatives in the years to come. By 2022 the Accademia has identified the innovative potential of three regions of the Ticino Foundation. The Masterclasses called junior, are intended training of the Theodora Foundation and who wish to consolidate their skills in the areas of singing, rhythm and improvisation. Senior are experienced artists who need more individual, tailor-made work. The Accademia uses innovative methods to pass on the necessary skills. By emphasizing synergies, the masterclasses follow the guidelines defined by the Foundation, which consist for example in promoting the empowerment of the child, invited to be active in the exchange with the adult, or in enhancing the authenticity of the artist. In parallel, the training courses have also meant to stimulate the ability of artists to give emotional support, perceive and correctly interpret information to intervene empathically in an often challenging environment.

Special skills developed at the Accademia Teatro Dimitri and which should follow on for further initiatives in the years to come. By 2022 the Accademia has identified the innovative potential of three regions of the Ticino Foundation. The Masterclasses called junior, are intended training of the Theodora Foundation and who wish to consolidate their skills in the areas of singing, rhythm and improvisation. Junior are experienced artists who need more individual, tailor-made work. The Accademia uses innovative methods to pass on the necessary skills. By emphasizing synergies, the masterclasses follow the guidelines defined by the Foundation, which consist for example in promoting the empowerment of the child, invited to be active in the exchange with the adult, or in enhancing the authenticity of the artist. In parallel, the training courses have also meant to stimulate the ability of artists to give emotional support, perceive and correctly interpret information to intervene empathically in an often challenging environment.

The SUPSI Management welcomed the State Secretariat for Education, Research and Innovation (SERI)
A year in numbers

The statistical annex to the Annual Report is presented with a concise and direct infographic, which illustrates the main figures confirming the positive trend of SUPSI’s activities and the attractiveness of its educational offers also during 2019.
Bachelor and Master Programmes (Bachelor, Master e Diploma)

Growth in student numbers
Bachelor programmes
- Departments
- Affiliate schools

Students in all Departments, by area of origin
Bachelor, Master and Diploma programmes
- Ticino 61%
- Other Cantons 6%
- Other Countries 33%

Students in the Affiliated Schools, by area of origin
Bachelor, Master and Diploma programmes
- Ticino 1%
- Other Cantons 85%
- Other Countries 14%

Growth in graduate numbers
Bachelor, Master and Diploma programmes including Affiliated Schools

Employment status one year after graduation
375 respondents
- Working 83%
- In education 13%
- Looking for employment 3%
- Other 1%

Place of work
- Ticino 77%
- Other Cantons 10%
- Other Countries 13%

Correspondence between field of studies and working career
- 90% of participants state that their job corresponds to, or is related to, the contents of their study programmes.
- The job corresponds to, or is close to, the study programme contents.

Continuing Education

Certifying courses attendee numbers
- From 1 to 9 ECTS
- From 10 to 60 ECTS

Evoluzione dei corsi certificanti
- From 1 to 9 ECTS
- From 10 to 60 ECTS

Participants divided by gender and average age
Affiliate schools not included
- Male 36%
- Female 64%

Total courses
Applied Research and Services providing support to the territory

Research projects classified by strategic axis

Asse 1  Built environment, natural resources and safety
Asse 2  Energy systems
Asse 3  Innovative products and processes
Asse 4  New business models for sustainable development of the territory
Asse 5  Intelligent systems for knowledge and communications
Asse 6  Social systems and public health
Asse 7  The role of arts in life and well-being of citizens and their communities
Asse 8  Educational/training systems

Number of projects 606

Research volume
Figures in CHF/million

<table>
<thead>
<tr>
<th>Department</th>
<th>Affiliate schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2</td>
</tr>
<tr>
<td>2018</td>
<td>2</td>
</tr>
<tr>
<td>2019</td>
<td>2</td>
</tr>
</tbody>
</table>

Services volume
Figures in CHF/million

<table>
<thead>
<tr>
<th>Department</th>
<th>Affiliate schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>0.4</td>
</tr>
<tr>
<td>2018</td>
<td>0.3</td>
</tr>
<tr>
<td>2019</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Applied Research: Financing bodies
Figures in CHF/million
Affiliate schools included

- Cantonal contribution 21%
- Innosuisse 14%
- SNSF contributions 5%
- EU and Foundations 14%
- Other 27%
- Confederation contributions 19%

Staff

Staff numbers classified by type of role
Affiliate schools not included

- Male 59%
- Female 41%

Total 1,083

Staff numbers
Affiliate schools not included

- 2017: 975
- 2018: 1,014
- 2019: 1,083

Mobility statistics
Affiliate schools not included

- Mobility figures for incoming students 64
- Mobility figures for incoming lecturers and Staff 14
- Mobility figures for outgoing lecturers and Staff 47
- Mobility figures for outgoing student 173
Finanze

The summary data presented comes from SUPSI’s financial statements for the year ended 31.12.2019 which was audited by the Cantonal Audit Office, which, on 25 May 2020, issued an audit opinion without modification or restriction. The data does not include affiliated schools.

### Balance Sheet

<table>
<thead>
<tr>
<th>Assets</th>
<th>Liabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquidity</td>
<td>66 637 580</td>
</tr>
<tr>
<td>Receivables</td>
<td>5 902 700</td>
</tr>
<tr>
<td>Accrued income and prepayments</td>
<td>8 123 106</td>
</tr>
<tr>
<td>Fixed assets</td>
<td>51 775 281</td>
</tr>
<tr>
<td>Payables</td>
<td>13 386 408</td>
</tr>
<tr>
<td>Accrued liabilities and deferred income</td>
<td>42 236 300</td>
</tr>
<tr>
<td>Long-term third-party capital</td>
<td>66 781 857</td>
</tr>
<tr>
<td>Equity</td>
<td>19 953 504</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>133 338 269</strong></td>
</tr>
</tbody>
</table>

### Sources of revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
<td>24 772 259</td>
<td>20%</td>
</tr>
<tr>
<td>Canton Ticino</td>
<td>60 610 280</td>
<td>49%</td>
</tr>
<tr>
<td>- of which Ticino students</td>
<td>21 269 396</td>
<td>17%</td>
</tr>
<tr>
<td>- of which Service Contract</td>
<td>25 951 412</td>
<td>21%</td>
</tr>
<tr>
<td>- of which Infrastructure</td>
<td>8 303 251</td>
<td>7%</td>
</tr>
<tr>
<td>- of which Others</td>
<td>4 948 847</td>
<td>4%</td>
</tr>
<tr>
<td>Revenues from third parties</td>
<td>39 060 890</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>124 443 469</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

### Income statement

<table>
<thead>
<tr>
<th>Costs</th>
<th>Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>from the Confederation</td>
<td>24 772 259</td>
</tr>
<tr>
<td>from Canton Ticino</td>
<td>60 610 280</td>
</tr>
<tr>
<td>from third parties</td>
<td>39 060 890</td>
</tr>
<tr>
<td>Staff</td>
<td>92 241 165</td>
</tr>
<tr>
<td>Goods and services</td>
<td>136 483 137</td>
</tr>
<tr>
<td>Other operating costs</td>
<td>7 591 164</td>
</tr>
<tr>
<td>Depreciation</td>
<td>1 204 191</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>9 947 301</td>
</tr>
<tr>
<td>Profit (loss) for the year</td>
<td>260 428</td>
</tr>
</tbody>
</table>

The sources are distributed as follows:

- Canton Ticino 49%
- Switzerland 20%
- Revenues from third parties 31%
- - of which Ticino students 17%
- - of which Service Contract 21%
- - of which Infrastructure 7%
- - of which Others 4%

For a detailed view of all the 2019 data, please refer to the statistical annex is available.
Bachelor in Management Engineering turns 10 years old

The rapid technological evolution that we are currently experiencing has a strong impact on the world of education and requires a continuous updating of the contents and teaching methods. A challenging reality with which the undergraduate and graduate program is confronted, managing to propose innovative solutions, in particular thanks to the work of teachers and degree course heads. A panorama in which the Bachelor in Management Engineering, delivered by SUPSI's Department of Innovative Technologies (DIT), has been able to carve out its own space, setting a good example in terms of innovation capacity and results achieved in the first 10 years of its own history. This important milestone was celebrated with an event that took place on 17 December and was attended by about one hundred people including lecturers, teachers, students and representatives of numerous partner companies that over the years have hosted Bachelor students for collaborations and thesis projects in the company.

"An innovative and interdisciplinary degree course to seize the growing professional opportunities between engineering and the management of organisations and processes. These are the worlds with which Professor Emanuele Carpanza, Director of the DTI, welcomed the participants to the event, underlining, among many important aspects, the foresight with which 10 years ago the foundations were laid on which the Bachelor then built its methodology: "SUPSI was among the first Swiss universities of applied sciences to introduce this course through a distinct approach based on a complex and structured training offer from basic subjects up to multiple specialisation options, and above all by encouraging direct collaboration between its students and local companies already during the period of study".

And it is this latter aspect that has decisively characterised the growth path of the Bachelor, which now has over 130 students enrolled and who since its inception 10 years ago has graduated over 100 management engineers, mostly active in local companies and institutions.

"The Degree Course in Management Engineer- ing was created in 2009, with the aim of training professional figures capable of holding technical-organisational roles in contexts that require skills in the basic engineering sciences combined with knowledge related to organisation, production and logistics", was how Professor Paolo Pedrazzoli, Head of the Bachelor, explained the genesis of the course of study.

But what are the elements that characterise the profession of the management engineer? "The degree course forms a profile that I like to define transversal", explains Pedrazzoli.

"Traditional engineering forms professional profiles that are often verticalised on specific issues, while the management engineer has the necessary technical / scientific basics, but also gives them substance in the economic-financial sphere. He therefore understands the technological specificity of a problem, but has all the necessary tools to be able to link together a multiplicity of different elements and produce effective solutions to complex problems".

On the occasion of the event aimed at celebrating 10 years of the degree course, the volume "IGOR" was presented, a publication of some current themes related to management engineering, as well as some of the students' graduation work. A moment was dedicated to them, the real protagonists of this event, for the presentation of some theses made in collaboration with Chinese companies and institutions. An interesting practical demon- stration of the activity carried out by the management engineer in the field, as well as an excellent example of the thesis activity in the company carried out during the last semester by all students enrolled in the degree course. On the collaboration with SUPSI and on the experience of the thesis in-house dwelt Roberto Lombardi (GUESS), Marco Bruno (Riri) and Paolo Conti (Tri-Star), representing some of the partner companies where the students carried out their projects. As underlined by the three guests, the thesis experience in the company represents a win-win combination that creates added value both for the student, who has the opportunity to carry out a practical ac- tivity in a company context during his career, training, both for the company itself, which can count on the contribution and vision of a young, competent and proactive figure.

I Cenci by composer Giorgio Battistelli makes its debut

On the occasion of the 20th season of 900-presente - whose ensemble is made up of the best students of the Bachelor, Master and Continuing Education courses of the Conservatorio della Svizzera italiana - University of Music and LugaroInScena joined forces, in an original production, I Cenci by the composer Giorgio Battistelli; a premiere for Switzerland, performed for the first time in Italian and staged at the LAC on May 26 2019.

Based on the testimony that Antonin Artaud wrote in 1915, setting it in papal Rome at the end of the sixteenth century, I Cenci tells the story of the terrible Count Cenci and his murder, of which his daughter Beatrice is accused and sentenced to death.

"My work", explains Giorgio Battistelli, "is a rewriting, condensed and adapted to the multiple musical theatre, which makes use of protagonists actors, of an instrumental group, but also of project- ed images and live electronics. The show is centered around the sinister character of the very rich and perverse tyrant Francesco Cenci, who for Artaud has become an exemplary character who heralds essential aspects of his future theatre of cruelty."

"As soon as the score opened", says Francesco Bossaglia, Musical Director of the production, "I had the feeling of being in front of a special work; between the words and the notes of those pages there was something mysterious, dark and fascinating together. A story in which the executioner proclaims himself a victim and the victims become executioners, Artaud's script reduced to a stylised skeleton whose voids are filled with the sound of invisible characters, three layers of narration that intertwine continuously, words, mu- sic and electronic sounds, are the things that immediately struck me. Scrolling through the score I had the feeling that the composer was telling me how he had imagined the show from 1935".

The fruitful collaboration between several cultural bodies in the area, such as the 900-presente of the Conservatorio della Svizzera italiana - University of Music, LugaroInScena, RSI ReteDue, SparcIt and the LAC cultural centre has made possible the ma- nifest of a unique, multidisciplinary and innovative show; an ab- solute first in our territory that clearly shows how the union of several forces, albeit different but compatible with each other, al- lows us to create winning synergies and culturally innovative and stimulating projects.

Lugano

Cruelty in music by Battistelli

by Stefano Nardelli

More than twenty years after its premiere in London in 1997, Battistelli's work arrived on the scene at the LAC in Lugano for the first time in an Italian language version ed- ited by the composer himself, while for the first Italian pre- miere in Siena in 2005, the original French text by Antonin Artaud was chosen. Battistelli’s work is a ‘theatre of music’ linked to Artaud’s theatrical work. The link manifests itself not so much in the intact re-proposition of the 1914, text, [...], but rather in the recovery of the dramaturgical sig- nificance, in its own way revolutionary, of the Artaudian invention of the theatre of cruelty in an abstractly musical space. A space that transcends and at the same time amplifies that of the word. It does not work, therefore, but 'theatre of speech' which, according to the author, con- cerns the link between the drama and the space in which it is performed, and also "we have different dimensions to work on: the visual dimension, the sound dimension, and the dimension of sound in space". The scene is above all the theatre of sounds - relentless, textured and often 'ma- terial' of Battistelli’s intrinsically theatrical writing - sounds that bounce the words and reverberate in the hall thanks to the sophisticated sound direction by Fabrizio Rosso and live electronics curated by Alberto Barbieri and Nadir Vasi- sena. In any case, the excellent work of the musicians of the Ensemble900 of the Conservatorio della Svizzera Italian - University of Music directed by Francesco Bossaglia should be noted.
Towards the future: the new Bachelor in Data Science and Artificial Intelligence is born

Data science and artificial intelligence play an increasingly important role in a multitude of sectors and activities in the current economy and society. Scientific areas in which the Department of Innovative Technologies (DTI) is active at the forefront in the development of research projects and in training thanks to the activities of its institutes and the new Bachelor in Data Science and Artificial Intelligence which is expected to begin in September 2020. In the field of artificial intelligence, and in particular machine learning applications, there have been important developments from a scientific and economic point of view. Research in the academic field has seen an exponential growth, so much so that the places available at the main sector conferences have become saturated. The studies and analyses of the main consulting firms have constantly highlighted the increasingly important role of artificial intelligence in the economy and society. At the same time, the media have devoted much attention to the phenomenon of scientific and technological evolution of the sector. Research and quality training are essential ingredients in this context and which have always characterized the work of the DTI, involved in numerous projects in the fields of Data Science and artificial intelligence. To better understand the areas of action of these projects, we provide, by way of example, a brief selection in the box below.

In the education environment, the innovations linked to these sectors have particularly interested the DTI's undergraduate and graduate program, with the birth of the new SUPSI Bachelor in Data Science and Artificial Intelligence, a three-year course of study that has its roots in growing demand for Data Scientists and experts in artificial intelligence in different industrial sectors. The Bachelor will draw on the expertise of the Department and in particular the Dalle Molle Institute for Artificial Intelligence USI-SUPSI (IDSIA), the Bachelor's reference institute. Professor Emanuele Carpanzano, Director of the DTI, explains how “the new Bachelor intends to train professionals who are able to combine mathematical, computer and algorithmic skills to seize the professional opportunities that new technologies offer in different applications fields. In fact, these disciplines now find space in various sectors including industry, health, economics, energy, environment and tourism. We believe this is a very attractive and challenging training offer for students motivated to seize these opportunities in the future”. Among the most innovative aspects related to the Bachelor is the language (the courses are held in English, with the possibility of following some courses in Italian), the significant computational and practical component, as well as the numerous laboratory activities, Data Challenges and Hackathon.

The E-Didaktik Department goes into operation

The E-Didaktik Department of the Fernhochschule Schweiz (FFHS) has been operating since March 1 under the direction of Prof. Markus Derrmann, further strengthening its strategic objective aimed at developing blended learning and methodological didactic training for teachers. In addition to the already well-established continuing education course in Digital Education and its own Learning Centre, the distance teaching sector now makes use of two other innovations: The Media Factory and external services in the field of e-learning. Within the strategy of the FFHS has today its multimedia content production unit that has been working since November on the implementation of projects for internal partners, the Learning Centre, the marketing service and external customers. At the Media Factory, for example, were produced the key images for the series of workshops “Storykitchen”, a series of video-tutorials through which teachers learn to apply the concept of didactic narration to their teaching methodologies. For the Marketing and Communications Department, the team developed a new brochure concept called “Postkarten”. These are postcards which, in combination with an augmented reality application, allow potential students to obtain more information on degree programs, for example by viewing short presentation videos. Furthermore, in the first works for further teaching development have been started (for example educational videos, animations) and the project linked to a series of workshops for teacher qualification has begun. In this context, cooperation projects with Ferntihenua Schweiz and the Valais High School of Pedagogy were also launched. These initiatives fall within the FFHS strategy which, on the occasion of the annual day a distance learning, was discussed during a meeting attended by partner companies such as Intel and Microsoft. With the theme ‘The FFHS strategy, my teaching in 5 years the teachers were able to discuss with colleagues about solutions and ideas for their degree programs, including innovative approaches such as Design Thinking and LEGO Serious Play (a method aimed at developing thinking, communication and solving complex business management problems through the use of the Lego construction game), which were welcomed with great enthusiasm.
TIPÌ – Ticino Childhood Project

Training and research in support of community welfare

"TIPÌ – Ticino Childhood Project," says Serenella Maida, head of the project and of the continuous training of the social work area of the Department of Business Economics, Health and Social Affairs (DEASS), "was born from the cantonal platform of policies for children, in which all the institutional partners, associations and educational bodies active in the childcare sector regularly participate, starting from the stimuli offered by the Guidance Framework for the formation, education and admissions of early childhood in Switzerland, promoted by the Swiss Commission for UNESCO*. The four-year project (2016-2020) focuses on the care of the main transitions with which the child is confronted in its first years of life (family-nursery-extracurricular centers-kindergarten and infant school), to protect their development of identity in a perspective of co-education and operational implementation of the rights of the child. The aim is to promote a shared and inclusive culture of territorial childhood among the various professionals in care, education and support for a structural collaboration with families, so as to ensure quality and educational continuity, overcoming the current fragmentation of sectoral knowledge and institutional responsibilities. "TIPÌ," emphasizes Serenella Maida, "is based on dialogic approaches and of the welfare community that provide for the co-construction of regional projects in a network, through the active participation of the recipients (families and children) and of all the participants involved both at political and institutional level (political representatives, cantonal offices of the socio-educational, health and protection sectors, municipalities), and professional intervention with children and families (heads of institutions, educational and care staff, curators), trainers and researchers from various institutions and associations. The participatory processes of co-planning in the network allow the development of collaborative working methods that tend to produce a greater regional impact in the medium and long term. The project benefits from public (federal and cantonal) and private funding (Jacobs and Mercator Foundations) and has been awarded the title of Swiss Commission for UNESCO.

Paola Solcà, lecturer and senior researcher DEASS, TIPÌ research coordinator specifies that "for the development of new forms of educational collaboration and co-responsibility between family cultures and institutional cultures, of early interventions of prevention and protection in situations of vulnerability from an inclusive perspective, the approach of Paola Milani (University of Padua) and Carl Lacharité (University of Quebec – Canada) and of the Pedagogy of the parents of Riziero Zucchi and Augusta Moletto (University of Turin) have been developed". The DEASS coordinated this regional project, characterised by a circular process between training, assistance, research and monitoring, which for the first-time teachers and researchers active in undergraduate and graduate and continuous education and in social work and welfare research activities, as well as the SUPSI Department of Education and Learning (DFAS), collaborated.

In 2009, on a mandate from the Swiss Commission for UNESCO, Margrit Stamm published the results of a study highlighting the shortcomings of early childhood education in Switzerland. Since then, many initiatives have taken shape that have made it possible to rediscover and enhance this fundamental phase of life. The Guidance Framework for the formation, education and admission of early childhood in Switzerland of 2012, is the first document in which the foundations of an educational concept shared at national level are laid. Topics such as integration, poverty, social environment, cultural diversity, health, are publications that they have taken up and explored the contents of the Orientation Framework. The TIPÌ project coordinated by SUPSI is a fundamental link in this story as it integrates and completes what is the placement of early childhood in a social, educational and institutional context. The story of a child, from birth onwards, involves many changes in people, places and environments. The TIPÌ project explores and examines that part considered implicit by the transitions from one person to another and from one environment to another to which the child is confronted from birth. TIPÌ research does not only concern the first months and years of life, but also addresses the delicate transition towards the institutional framework represented by the school. To the extent that it is the child is placed at the centre, with its needs, its point of view, the educational change must be able to find a language that is able to understand and contemplate this evolutionary continuity. The Swiss Commission for UNESCO saw in TIPÌ a particularly innovative methodological approach, which addresses the fundamental issue of the network of contacts in which the childhood of our times moves. The project benefits from the patronage of UNESCO, and is considered a pilot example that will be able to give life and complete what has been done in Switzerland in the last ten years.

* Representative for the Swiss Commission for UNESCO and the Aileenza Infanzia project.

by Dieter Schürch*

SUPSI

Nuovo Bachelor in Data Science and Artificial Intelligence

Strategy 2017-20 / FSD 2 Integrated, innovative and flexible research and training

Da settembre 2020
Collective labour agreement - a participatory outcome

During 2019 the Gender and Diversity Service committed itself to many issues that, like pay-roll (see box opposite), are of great importance for the promotion of equal opportunities and with a view to an increasingly inclusive university that is attentive to the differences and well-being of its staff. With these objectives, various initiatives have been launched, among which the course How to foster diversity in the organisation! deserves to be mentioned. For a management of the Team sensitive to differences, aimed at those who hold positions of responsibility.

“This training course,” says Vittoria Calabretta, the head of the Gender and Diversity Service, “is the harmonious result of a combination of different approaches, skills and experiences made available by colleagues expert on issues related to diversity, equality and inclusion, which made it possible to enrich both the contents and the teaching method, which was innovative”. A first edition of the course, developed by Research Centres, Units and Laboratories active in the field of research, was carried out in January. “Aim of this training is to show how diversity within a work group can generate creativity and innovation. To obtain this result, however, it is not sufficient to compose a team with different experience: ‘Backgrounds’,” explains Danuscia Tschudi, senior researcher at the Department of Business Economics, Health and Social Care (DEASS), and course manager. “The formation of a group made up of different members due to their various belonging (e.g., age, gender, language, culture, family, education, work) is not obvious, as there is a tendency to choose people similar to oneself in terms of education and career path. Furthermore, when a mixed group is present, communication misunderstandings or even conflicts can arise. Hence the idea of creating a course on the communicative and organisational aspects that hinder the work of the teams: starting from the stories of situations experienced or shared by the participants, practical tools were presented aimed at creating an inclusive work environment that favours well-being in the workplace and, consequently, personal fulfillment in the team and the achievement of objectives for the benefit of the group and the organisation”. “Through theatrical exercises and small improvisations, the participants had the opportunity to physically put in practice the theoretical knowledge experienced first-hand the sensations, emotions and reactions that can arise from these”, adds Veronica Provaznul, researcher at the Accademia Teatro Dimitri and course supervisor. Starting from real situations, we then worked with drama teaching exercises on emotional self-awareness, but also with instruments to facilitate the meeting between points of view and with the analysis of organisational plans to encourage teamwork. These measures were proposed with reference to Critical Diversity Literacy (Melissa Styrn, 2015). Michele Mainardi, Head of the Competence Centre for School, Social and Educational Needs of the Department of Education and Learning (DFAL), explains that this approach “can be read as an educational and training response to the challenge of increasingly heterogeneous and pluralistic societies: a real literacy to diversity. This methodology is to be understood as a support to self-critically perceive the privileges and disadvantages associated with certain positions within groups or communities”.

“The participants appreciated the comparison with their peers,” concludes Danuscia Tschudi, “and in particular the fact that with different methodologies it was possible to reflect together on the opportunities available for the creation of a united team aimed at achieving common goals”.

In addition to the people mentioned in the text, Brina Kliendienst, trainee and actress from the Accademia Teatro Dimitri; Enza Mascara, senior professor-researcher DEASS; Shahid Ahamad, trainee and actress from Accademia Teatro; and Latinas Provenzal, researcher at the Accademia Teatro Dimitri and course manager. “The formation of a group made up of different members due to their various belonging (e.g., age, gender, language, culture, family, education, work) is not obvious, as there is a tendency to choose people similar to oneself in terms of education and career path. Furthermore, when a mixed group is present, communication misunderstandings or even conflicts can arise. Hence the idea of creating a course on the communicative and organisational aspects that hinder the work of the teams: starting from the stories of situations experienced or shared by the participants, practical tools were presented aimed at creating an inclusive work environment that favours well-being in the workplace and, consequently, personal fulfillment in the team and the achievement of objectives for the benefit of the group and the organisation”. “Through theatrical exercises and small improvisations, the participants had the opportunity to physically put in practice the theoretical knowledge experienced first-hand the sensations, emotions and reactions that can arise from these”, adds Veronica Provaznul, researcher at the Accademia Teatro Dimitri and course supervisor. Starting from real situations, we then worked with drama teaching exercises on emotional self-awareness, but also with instruments to facilitate the meeting between points of view and with the analysis of organisational plans to encourage teamwork. These measures were proposed with reference to Critical Diversity Literacy (Melissa Styrn, 2015). Michele Mainardi, Head of the Competence Centre for School, Social and Educational Needs of the Department of Education and Learning (DFAL), explains that this approach “can be read as an educational and training response to the challenge of increasingly heterogeneous and pluralistic societies: a real literacy to diversity. This methodology is to be understood as a support to self-critically perceive the privileges and disadvantages associated with certain positions within groups or communities”.

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Since December 2010 SUPSI is a signatory of the Charter for equal pay in parasitall companies. With this membership, the School reconfirms its degree of attention in the promotion and enhancement of its approach to fair, ethical and respectful treatment of all staff, and regional stakeholders. The Federal Office for Equality between Women and Men has made available to employers a special soft-ware developed to check whether within the company the equality of wages between employees is guaranteed. With a tolerance threshold of 9% variance between genders, the company obtains a certification for institutional wage parity. On the data at the end of 2016 the School had certified equal pay for women and men with a threshold of 9% variance in favour of women. In December 2019 the federal certification was renewed and, referring to the 2018 data, a variance of 0.5% was found in favour of women: a result that attests that wage parity can be considered almost absolute at an institutional level.
What does it mean to be an active part of institutional life? Why is it important?

For me, it means identifying yourself in the institution you work for. Each of us has the opportunity to contribute to the growth of SUPSI by making available not only professional skills but also the desire to take part in the debate on relevant issues. This is possible when a two-way dialogue is established in a climate of mutual trust and the individual receives personal satisfaction in return from involvement in decision-making processes.

How are staff encouraged to participate actively?

Personally, I feel encouraged every time I see my requests taken into consideration or my opinion heard. I believe that the involvement in the decision-making processes of the individual staff members is the best incentive to promote the concept of active participation. In the last year, with the publication of the participatory model, the drafting of which was through the consultation of the colleges, the School has shown its willingness to invest in this direction. In parallel, some amendments were made to the statutes to increase the level of participation of the various representative bodies. Important steps have been taken which I hope are only the beginning of a long journey that SUPSI will want to pursue together with its staff to make them more and more involved in institutional life.

What are the most discussed topics? Are there any practical results yet?

Among the priority issues that emerged at the meetings is that of a hope for greater communication between the General Management and the staff. Many people have indicated that they want to receive clear information about changes and new opportunities in their working life. During 2018-2019, one of the major changes was the preparation and introduction of the collective employment agreement for administrative staff (CCL). The meeting of the College on this topic favored two-way communication and an understanding of principles, concepts and rules, thanks in particular to the work carried out by the members of the CCL accompanying group. Similarly, the new internet portal within SUPSI (Staff Portal) represents a participatory tool and a practical result that today offers access to the information necessary for staff to become aware of events and changes in the institution.

The Fernhochschule Schweiz (FFHS) has always attached great importance to the work-life balance of its employees and their families, and in 2019 it was rewarded for the third consecutive year with the “Family Score” award by Pro Familia. The Family Score was created by Pro Familia Switzerland and investigates the response of employers to the needs of families, and is based on an internal survey, in which the staff may anonymously express their expectations and needs regarding work-family reconciliation and evaluate the offer already present in the organisation by their employer.

With an overall score of 75 out of 100, FFHS was rated by its staff as “very family friendly”, a result that remains well above the Swiss average (62 points). Also, in relation to the four individual areas within the FFHS - Teaching and Education, Research and Service Performance, Services and Management and Staff - the assessment exceeds the average and shows that the FFHS is, in all its areas, a family-friendly employer. With regard in particular to the issues of flexible working hours, part-time work and the opportunity to compensate for overtime, the survey shows that the FFHS meets expectations in all three areas.

In addition, the survey shows that the flexible training offer is also used and appreciated by the participants. “With our training offer accessible anytime, anywhere, we want to offer a flexible environment not only for students. For us, the work-family balance is also important for staff. We are therefore very pleased that our offer is appreciated and actively used,” says Rector Michael Zürwisch.

In 2019, SUPSI Board appointed fourteen new Professors, recognising their scientific competence, the value of their teaching activities and the quality of the research and development projects that have characterised their academic and professional career. The appointment of Professor takes place through the publication of the open position, in compliance with the four-year planning on the positions of Professor and in line with the strategy of the School. For SUPSI, these appointments are a valuable enrichment in terms of skills, planning and the possibility of establishing networks of collaboration for the benefit of its students and regional partners.

What is the definition of “participation”, described in the Charter of the same name that SUPSI has adopted since last October? Participation is the key factor.

Access to adequate stakeholder participation in the decision-making processes of an academic institution is a key factor. Against this background, the Swiss University Conference launched a joint reflection at the beginning of 2018, calling on universities of applied sciences and arts to examine the issue in greater depth, highlighting the current dynamics and the good practices based on three main participatory rights: to be informed by government bodies, to be consulted and to be able to decide or co-decide. The Participation Charter is part of the participatory model which was defined by the Management, the Presidents of the Colleges, the representatives of the Academic Body in the Council and the head of the Gender and Diversity Service.

In order to guarantee constant promotion of the flow of information and an effective two-way communication process, the Charter provides that the Management undertakes the task of consulting the various representative bodies on issues within their competence and of particular sensitivity. The Colleges, in turn, solicit the Management, its representatives in the Council and the Coordination Group of the Presidents of the Colleges (CPC), so that the communication channel is constantly maintained.

Established in every department and at headquarters level, the Colleges therefore act as spokespersons for the issues perceived as more sensitive and urgent by the participatory bodies, regularly organising meetings aimed at staff who thus have the opportunity to express themselves on the functioning of the School and issue proposals for improving working life.

We posed some questions to Donatella Corti, President of the College of the Department of Innovative Technologies (DTI), and to Sébastien Dubois, President of the College of Central Services, to better understand what the tasks carried out by this participatory body are and how it can be encouraged by staff participation.

SUPSI thanks its retirees

In 2019, SUPSI Board members reached retirement age. We wish them the best for the beginning of a new and stimulating chapter of life and our sincere thanks for the activity carried out and the commitment made in these years in favour of the development of their departments and the whole Institution.

Contribute to institutional life
Design of furniture and signage for the new SUPSI campus in Mendrisio

The new spaces on the Mendrisio Campus, designed by the Bassi Carella Morello Architects of Geneva, are taking shape to accommodate the Department of Environment Constructions and Design (DACD). With the forthcoming transfer of the DACD, from the historic park of Trevano-Canobbio to the headquarters in Mendrisio, the management has appointed Luca Contri and the interior designer Sarah Ceracchia – lecturer and assistant to the department respectively – to take care of the design and choice of furnishings for the ateliers. The two designers carried out their work in close collaboration with the heads of the departmental management and the degree courses, supported by their respective staff. This important choral work made it possible to carry out a careful verification of the needs for the enhancement of the teaching and image of the DACD in the new Campus. In the frame of a building that recalls the industrial world, where the structure stands with important prefabricated elements and the materials are expressed in their most sincere nature, the choice of the furniture it aimed at enhancing this type of architectural character in an atmosphere of an "Atelier". Atelier understood in its primary meaning as a workspace, where practice and intellect, ideas and craftsmanship find their common space. From these considerations we have chosen types of furniture whose characteristics – which, for shapes, materials, colours and workmanship have been chosen, are able to integrate harmoniously to evoke a world that inspires to be a place of activity.

The creation of the signage and the communication inside the Campus have been entrusted to the Visual Culture Laboratory on the mandate of the Committee for piloting the Campus project. The concept of way finding was developed by the working group taking advantage on the one hand - of a valuable work of previous investigation which merged into the guidelines for furnishings and communication, and – on the other hand - the didactic experience which took shape in a workshop conducted with students and teachers of the degree courses in Interior Architecture and Visual Communication. The construction and design aspects, areas of identity of the department itself, have had an important impact on the conceptual choices, drawing on – in addition to the already mentioned research and didactic results - to numerous stylistic references of the Swiss school's concrete art movement.

The signage must include and interpret the spatial logic and path of the building, as well as its formal and stylistic characteristics: the project is therefore the result of a strong desire for dialogue with the industrial vocation of the building and the needs of those who will live there. Its aim is to promote the orientation and recognition of spaces through the use of analog and digital solutions and a careful choice of materials.

The canteen, a place of meeting and exchange

by Paolo Cavalli and Giuliano Gavin*

During 2019 we developed the furnishing and communication of the new campus' dining area so that the result was in line with the criteria of sustainability, reuse and durability and was consistent with the building's construction principles. It immediately seemed important that this space, in addition to its basic function linked to the consumption of meals, should be characterised as a place where the user could find the same atmosphere of industrial inspiration and at the same time offer itself as a space rich in disciplinary ideas and knowledge. The furnishing choices, inspired by the functional culture well rooted in Switzerland, have been produced through a particular attention to the diversity and quality of materials, colour values and lighting, while maintaining as much as possible the prerogatives of the users.

The stated intention is to make the area a place for the exchange of experiences and dialogue, in a much more communicative context compared to what we’re used to when we talk about canteens. Inside, in fact, in addition to seats and tables that refer to important Swiss design exhibitions, there is a wall equipped to host exhibitions related to the environment, construction and design. Our aim, in fact, is to remind you that we are still in a school building and therefore permeable to the didactic component. Another characterising aspect is the solution adopted for the lining of the central body used for the preparation and distribution of dishes; specifically, the use of perforated metal profiles - normally used in the industrial field - was used to return mainly the idea of “machine” and “construction”: concepts that constitute, for a department like ours, important qualities.
The image of the elderly person who looks curiously at what is happening on a building site is in everyone’s imagination and confirms that the inhabitants of a neighbourhood accustomed to a certain territorial and urban conformation changed for years at the time of the change they are attracted by the desire to be informed and to understand how the city sector in which they have lived for years will be redesigned. Urban projects that contribute to redesigning the development of a city area are increasingly seen as an opportunity to improve the quality of life of the inhabitants, increase territorial attractiveness and promote integration among residents. In recent years, in Switzerland, on large construction sites in urban areas that have redesigned the traditional boundaries of streets, parks and squares, new initiatives have been promoted with the aim of involving the population, allowing all interested parties to be informed about the projects and actively participate in change. The supporting project at the new EST USI-SUPSI campus in Lugano, Viganello was created with the aim of informing the population about the changes induced by the construction of the new university centre, thus allowing the harmonious development of the construction site through information and mediation to all the interested parties. The heart of this initiative, promoted by SUPSI, USI and the City of Lugano is the “Project House” a small exhibition pavilion made from an industrial container which from March 2019 until the inauguration of the Campus acts as a meeting and exchange point; a regularly updated and animated temporary space that opens up to the city and invites you to have an eye on the construction site in progress, on the future building and on the past and future history of the district. In order to gain a closer understanding of the project for the new university campus, which will straddle the neighbourhoods of Viganello and Molino Nuovo, accompanied walks lasting about an hour were organised, during which participants were able to gain an idea of the campus’ impact on the neighbourhood.

Supporting project of the EAST Campus in Lugano-Viganello

Other recreational activities have been instead designed for children in Lugano’s primary schools, during which, among small discoveries and practical activities, it was possible to observe the city from a new point of view and experience the extent to which some of the great global challenges are faced at home. For middle school students in Viganello, not far from the future East Campus, there was the possibility to participate in educational events that were the starting point for studying in depth various topics, such as the historical-geographical aspect of the sector and the neighbourhood, the disciplines that will find space in the new East Campus and other topics such as education for citizenship. The new building will host the Faculty of Informatics of USI, the Dalle Molle Institute for Artificial Intelligence USI-SUPSI (IDSIA) affiliated with both institutions, and the SUPSI Department of Innovative Technologies – currently in Manno with its 6 different degree courses and its 4 research institutes. With an internal courtyard of 3 square meters, comparable to that of Piazza Riforma, the new Campus, in addition to being an avant-garde university centre, aims to become a meeting point for the public. For this reason, SUPSI, USI and the City of Lugano immediately took to heart the fact that the Campus was actively experienced by a large number of people; an objective achieved also thanks to the innovative initiative of the supporting project.

Brig Campus – the first stone laid

The Fernfachhochschule Schweiz (FFHS) and FernUni Schweiz have started work on the construction of the new university campus in the Rhonesand district of Brig. At the official foundation stone laying ceremony, held on 21 May, Mayor Louis Ursprung stated that “The university campus enormously strengthens Brig’s role as an educational centre and carries the city’s name throughout Switzerland”. In his greeting, the State Councilor Christoph Darbellay praised the importance of the two institutions while the two presidents, Wilhelm Schnyder for FernUni Schweiz and Hans Widmer for FFHS, said they were convinced that the new university campus represents the symbol of a successful future. The Schinerstrasse project comprises six floors and one basement with parking. Two common floors are intended for public use (cafeteria, conference rooms and study stations) while the other two floors house the staff of the FFHS and FernUni Schweiz respectively. The imposing shape of the building and the filigree-profiled glass facade are intended to give identity to the public character of the university institution. The new building also fits well into the urban typology of the neighborhood as it is located on the lot so that it is surrounded on all sides by an outdoor space conceived as a garden. The construction project dates back to an architecture competition published in spring 2016 and won by the team of Markus Schiess Architekten from Zurich. The “Kuma” (“bear” in Japanese) project convinced the jury with independent solutions on an architectural, operational level. In subsequent design work, several revisions were made, configuring more space for research and laboratories in the new building.
In 2019, the SUPSI Student Association saw the passing of the baton between the first president Laura Broggi and Ivana Radic, a Bachelor’s student in Business Administration, who assumed the role of President of the organisation for the next two years. In addition to Vice-President Lauran Narayanan and Elisa Arpe (member), the Association then consolidated its organising committee with the arrival of new members: Francesca Bonizzoni, Katia Pedrioli and Silvia Vassena (Bachelor’s students in visual communication) and, more recently, Paolo Martinaglia and Mathilde Lazi (Bachelor’s students in Leisure Management) and Nishan Anthenhupillai (Bachelor’s students in Management Engineering). For the new president, 2019 was a particularly year: representing the female students, Ivana Radic closely followed the president of the SUPSI Student Association in managing the event: from the acceptance of the particip-ants to the distribution of meals during the lunch, from the coordination of the awards to the final phase of reorganizing and cleaning the structure, explains Van Gianora, President of MILUNITI, who adds “it was an event that demonstrated a strong sense of participation and cohesion between the two associations and which we hope will lay the foundations for future joint activities”.

Other initiatives implemented during the course of the year, the SUPSI Student Association took part in the fourth edition of the Long Night of Careers where it was present with its stand in collaboration with SMARTS, a robot designed for the educational field by SUPSI students and Too Good To Go, a movement that is committed to the fight against food waste. The experiences related to the institutional life of SUPSI do not finish with the end of the study period of students. Since 2011 the SUPSI Alumni Association has been developing the creation of professional, personal and university contacts for graduates by strengthening the links between the university and the region, between the institution and its alumni, between alumni and current students. Looking at the activities of SUPSIAlumni, we can see that 2019 was a year full of initiatives: at the General Meeting held in November, the results achieved in 2018 were presented, among which there was a positive involvement with local companies regarding the good number of events organised, the consolidation of the cooperation and participation in institutional events SUPSI and FHI Schweiz – the umbrella association of SUP alumni – as well as a growing integration in the activities of the different Clubs.

In this regard we mention the collaboration of SUPSIAlumni with the SUPSI Master of Advanced Studies Association in Tax Law (AMA STL) and the Tax Competence Centre, for the presentation of a series of conferences dedicated to current economic and tax issues. The representative of AMASTL within the SUPSIAlumni committee Rocco Giannetta explains that “this initiative – proposed and coordinated by the new president of AMASTL Samuele Vorpe - has fully responded to the aims we pursue: to create moments of encounter between former students regardless of their education and giving beyond an offer of initiatives solely linked to notional aspects, seeking interdisciplinary exchange and the creation of relationships, promoting and making known the initiatives of SUPSI and the two associations in the area. New to these events was undoubtedly the opening of participation even to those who are not Alumni but interested in the topics covered, in this sense the feedback was very positive”. Alessandro Carzillo - a former pupil of the great Italian chef Gualtiero Marchesi – was instead the guest of honour at the traditional annual meeting of the Association held in June at the Lido di Lugano with the theme daring to improve, grow and evolve. Garrone performed in a live show during which he created a Cam- pari cocktail with the molecular destructuring technique. In an evening attended by over one hundred and twenty people, presented by Enca Zuber and supported by the main sponsor Cor- diere del Ticino, the Association offered the nu- merous participants an interesting moment of sharing and networking in an informal context. Among the guests present at the event, as per tradition, was the Mayor of the City of Lugano Marco Borradori.