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## **Final reports of ORD mandates B5.1, B5.4 and C2.3: Executive Summary**

### **Context**

Within the framework of the [PgB Open Science I](#) and in order to implement Action Lines B5.1, B5.4, and C2.3 of the [National Action Plan for Open Research Data \(ORD\)](#), the [Delegation Open Science](#) of swissuniversities commissioned three projects to analyze the current and target status of data stewardship and ORD support (including research data management, RDM) in the higher education landscape from October 2024 to June 2025. The projects examined the implementation and long-term promotion of ORD best practices (Action Line B5.1, lead institution University of Bern), the training and career paths of ORD specialists (Action Line B5.4, lead institution University of Basel), and the communication of RDM trainers and data stewards (Action Line C2.3, lead institution Università della Svizzera Italiana). The mandates summarized the results of their studies in final reports and formulated recommendations for promoting data stewardship and ORD support at Swiss higher education institutions.

### **Key findings of the analyses**

The projects carried out have found that the implementation of ORD in Switzerland varies considerably between different institutions and disciplines. Institutional guidelines and expectations are generally not communicated in a sustainable manner and are not consistently integrated into research evaluation processes. Furthermore, the tasks and roles associated with RDM are diverse and often overlap. ORD experts in Switzerland usually have an academic and scientific background, have only been responsible for ORD support for a few years, and are mainly active in research or in university libraries.

The projects recommend that higher education institutions communicate clear ORD guidelines and requirements in a sustainable manner, establish sustainable support structures, and create incentives. Within the institutions, ORD-related support must be better coordinated and communicated more effectively. To professionalize and consolidate ORD support at Swiss higher education institutions, it is recommended that institutional recognition of ORD practices and roles be strengthened and that a distinction be made between RDM support and training roles. Broad access to (discipline-specific) training and mechanisms for career advancement are necessary. It is noted that sustainable financing mechanisms must be created to ensure long-term support for ORD-related tasks and services.