

# THE ESACM RESEARCH COOPERATIVE CHARTER



The purpose of this charter is to pull together the tools that researchers are free to mobilize and the models that the Cooperative adopts to operate within the wider ESACM ecosystem.

All provisions proposed in this charter are intended to inspire and impel the flattest possible collectively-driven organization at the Cooperative by highlighting the common core of shared objectives and resources harnessed together.

This charter sets out the collaborative purposes of the Cooperative and their interactions with other spheres of activity at the school (undergraduate and graduate programmes; La Balise, arts education campus; FabLab; plastic arts courses for all audiences, and so on).

This charter may be amended and updated on an annual basis. If changes are brought to the charter, it will be resubmitted in June to the Board of Science, Education and Studentship and, if financial or regulatory provisions are involved, to the Board of Directors, before coming into force the following academic year.

<b>THE COOPERATIVE</b>	<b>P. 3</b>
<b>INTEGRATING THE COOPERATIVE</b>	<b>P. 4</b>
<b>THE FIELD OF POSSIBILITIES</b>	<b>P. 6</b>
<b>1 PURSUE ONE'S PERSONAL RESEARCH WHILE BEING ACTIVELY ATTENTIVE TO RESEARCH BY OTHERS</b>	<b>P. 7</b>
<b>2 2 CONTRIBUTE TO ORGANIC SELF-RUNNING OF THE COOPERATIVE</b>	<b>P. 7-8</b>
<b>3 INITIATE EXPERIMENTATION AND COLLECTIVE MAKING</b>	<b>P. 9</b>
<b>4 INITIATE INVITATIONS</b>	<b>P. 9</b>
<b>5 CREATE OR JOIN UP WITH RESEARCH TEAMS</b>	<b>P. 10</b>
<b>6 ENGAGE IN A POSTGRADUATE PROGRAMME ON A PATHWAY TO A DSRA</b>	<b>P. 10-12</b>
<b>7 GET FACILITATION AND SUPPORT FROM THE ESACM</b>	<b>P. 13</b>
<b>8 COMMUNICATE ON THEIR RESEARCH TO THE WIDER SCHOOL COMMUNITY</b>	<b>P. 14</b>
<b>9 ENGAGE IN INSTRUCTIONAL DELIVERY AT THE SCHOOL</b>	<b>P. 14</b>
<b>10 PARTICIPATE IN DISSEMINATION OF THE RESEARCH OUTSIDE THE SCHOOL</b>	<b>P. 15</b>
<b>DECISIONMAKING FORUMS AND FORMATS</b>	<b>P. 16</b>
<b>THE FACILITATORS</b>	<b>P. 16-17</b>
<b>THE TEAMS</b>	<b>P. 18-19</b>
<b>ASSEMBLES/COMMUNITY SESSIONS/ DECISIONMAKING</b>	<b>P. 20-21</b>
<b>ANNEXES</b>	<b>P. 23-26</b>

# THE COOPERATIVE

The Research Cooperative is the platform from which research activities at ESACM are organized. It welcomes researchers in residence who develop, create and share their practices, methods and tools with students, teachers and all ESACM teams.

It is made up primarily of researchers recruited on call, as well as researchers associated with the support of DSRAs, teachers who participate in and contribute to research activities through affinity of content and/or the implementation of introductory research projects, and students brought in to work with researchers.

A group of facilitators drawn from the research community and the school's staff support and streamline the Cooperative's activities (organization, support, financing, communication, provision of resources, etc.).

Created in 2012, the Research Cooperative is part of the landscape of 3rd cycle art research programs run by art and design colleges since 2010. It initially took the form of research programs focusing on two areas of common interest for teachers and researchers. The Cooperative's content has gradually evolved away from these two initial axes, and new questions and new ways of looking at art research have emerged, thanks to the contributions of the researchers who have joined and succeeded each other since the Cooperative was founded.

The Cooperative currently brings together researchers and projects based on affects and situated experiences, which attempt to make minoritarian knowledge and experiences visible, to bring together embodied, transdisciplinary and non-hegemonic practices.

.

# INTEGRATING THE COOPERATIVE

The Cooperative community counts:

- a researcher whose candidacy is selected by the community and validated via an interview with a jury of Cooperative owner-members.
- a lecturer who participates in and contributes to research practice by affinity with content and/or by setting up a research pathway project.
- a research associate mobilized by the Cooperative for a specific mission.
- a student who is working with a researcher or a team.

Researchers enrol in the Cooperative for a period of one year, at the end of which they can extend their research project for a further two years.

There will be an interview between the researcher, the facilitators, and the Cooperative's work community to talk through where the research has got to and where it hopes to go, and rule on whether to pursue the research further.

Every lecturer in the school is already considered as engaged in a research project, but integrating the Cooperative affords them assets and resources to collectively take the project process forward.

Lecturers can invest in the Cooperative by setting up a research pathway project, by becoming a DSRA advisor, by joining an existing team or by proposing a new team.

The engagement stands for a potentially-renewable period of 1 to 3 years, determined in tandem with the researcher community. They enlist in the group of facilitators, and they foster and articulate the links between research and teaching.

The pathway to research that characterizes art-school graduate programmes gives students more intensive and material exposure to the methods that frame art research and how these methods can inform their own work. This learning essentially materializes through the reflective thought and practices that lead the student to write up their DNSEP dissertation, but also through the tools developed and experimented with in the Cooperative. This means that students necessarily participate in the research through their own foundational pathway into research and by self-engaging in research teams or freely collaborating with a researcher.

Research associates join the Cooperative for a renewable 3-to-10-month mission, which is adjusted to accommodate the needs of a team or a DSRA candidate in tandem with the facilitators and the researchers community.

#### Researcher remuneration:

- Researchers recruited through calls for candidacy: a € 9,000 research grant disbursed either monthly or in two tranches.
- Research associates: bursary indexed to the mission and pay-scaled as made explicit in the agreement signed.
- Tenured researchers: additional hours (1 up to 12 hours per month) and/or releases from teaching accommodating the lecturer's availabilities. (Note that these possibilities are first talked over by the teaching team and with the ÉSACM executive, and submitted to the CSPVE for advisory opinion).

# THE FIELD OF POSSIBILITIES

The Cooperative is grounded in the articulation between collective research and individual practice. Pursuing a research project while being actively attentive to the research projects of others fosters work processes that draw diversification from porosities with each other person and that draw fresh input from the cohabitation of different generations of students.

Participating in the Cooperative requires researchers to find a balance between the research the Cooperative hosts and way the Cooperative operates, which can accommodate the following possibilities.

## **1 PURSUE ONE'S PERSONAL RESEARCH...**

Personal research is the key that unlocks a researcher's entry to join the Cooperative.

It is also the place from which they speak to others.

The researcher(s) undertake to be present in school at least 6 working days per month.

## **...WHILE BEING ACTIVELY ATTENTIVE TO RESEARCH BY OTHERS**

Cross-fertilization between forms of practice is loudly encouraged in the Cooperative.

A purpose-dedicated physical space in the school provides a workspace in which to pursue/share/cross-fertilize research with other researchers, research associates or lecturers.

This space is in the custody of its users. Each individual user of the space is responsible for keeping it stewarded and available as a viable workspace for the rest of the community.

This space is extended by dematerialized platforms (regular meetings on Teams, the school's work platform, the school website, and a website dedicated to collaborative projects hosted in the Cooperative) that help sustain a continuous thread between the moments of physical attendance.



Researchers are not expected to fully engage in the research led by each person in the community, but to keep ties with the experimentation and exploration circulating in the Cooperative by providing access to their own inquiry.

## **2 CONTRIBUTE TO ORGANIC SELF-RUNNING OF THE COOPERATIVE**

In order to deliver the right research tools for the mode of shared inquiry pursued and to be able to work with complete self-determination in terms of content and methods, the researchers are invited to engage in the community decisions that govern how the Cooperative's activities are to take shape.

Such decisions shall be made by consensus following the processes detailed for Assemblies.

Representatives are elected to sit on the CSPVE (Board of Science, Education and Studentship ; <http://www.esacm.fr/instances>), which enables them to participate in discussions surrounding to the life of the institution and its scientific and educational orientations. These representatives are to enlist in the group of facilitators.

All artistic and scientific content is free and only subject to appraisal the community. The researcher-community representatives and the operator present the Cooperative's orientations, projects and shifts in structure before Board of Science, Education and Studentship for information and discussion.

The Cooperative is run by the ESACM, but it does have a degree of organic self-organization that makes it organically independent of the school and the educational programme. The budget allocated by the ESACM covers the costs of bursaries and payment to researchers, accommodation, travel allowances, research-work activities, DSRA, and invitations, in addition to the resources already made available.

In return, the researchers agree to cooperatively organize their activities and within the framework established via their signed researcher agreements.



Negotiations concerning the investments needed to forward individual and collective research processes are led collegially and mediated by the facilitators.

A group time for sharing the Cooperatives output and perspectives is also scheduled each year in the spring, with the facilitators and the ÉSACM executive in attendance.

### **3 INITIATE EXPERIMENTATION AND COLLECTIVE MAKING**

The Cooperative space is a place for collective making.

Researchers are encouraged to design times in the space for workshop experimentation, to test out conceptual premises, processes and practices, and to test ‘beta’ versions of their research work.

### **4 INITIATE INVITATIONS**

There are two scenarios:

- Within the research-work framework, any researcher can freely bring non-school people in on specific project work (with the invitee or by mobilizing their bursary).
- If these invitations are shared with other researchers and/or the school community (typically for conferences, meetings, and workshops), specific funding is available to compensate the invitees and/or cover their expenses.

Whatever the scenario, invitations are issued after discussion with the facilitators, whose role is to make sure invitees can be hosted in the best possible conditions.

Note that the school has a pre-defined fee schedule to cover cases where invitations are issued to the school community.

Any such shared invitation also has to join up with the art school’s wider program. The facilitators liaise with the administrative staff to handle synchronizing the Cooperative’s proposals with the school’s teaching schedule.

## **5 CREATE OR JOIN UP WITH RESEARCH TEAMS**

In a move introduced for the start of the 2020–2021 academic year, any researcher can form a team with other members of the Cooperative (researchers and/or lecturers) and co-opt students into the team. This team has a fully legitimate remit to lead its collective research.

For each project, the team and the facilitators co-define a budget geared to each project, which is shared with the community and then submitted to the school's executive by the facilitators for validation.

It is team's duty to inform the community on the progression of their research work, to allow others to join them and to foster the emergence of new teams.

## **6 ENGAGE IN A POSTGRADUATE PROGRAMME ON A PATHWAY TO A DSRA**

At completion of the first year, the researcher will have the option to :

- Enrol on a postgraduate programme and a DSRA (Diplôme Supérieur de Recherche en Art), which is a university-issued postgraduate diploma.
- Continue to pursue and share their research without being on a diploma track.
- Elect not to continue their research at ESACM.

What we expect from the candidate :

- Stage their research practice in the field of contemporary art.
- Self-develop their own research process.
- Share their tools and formats with the community of teams.
- Give perspective to their research path.
- Liaise with the jury to organize a format for sharing that is commensurate with the stated ambitions.
- Make their research known inside the school and in partnership with outside structures.

### Involvement of DSRA research associates :

Researchers associated with the DSRA support the candidate in implementing the DSRA. They undertake to accompany, advise, participate in and respect the framework previously defined with the candidate.

The researcher associates guarantee a form of exteriority that helps the candidate to situate his/her research.

At the end of the DSRA, the researchers associated with the DSRA write a report on the candidate's reception of the project. This report also lends validity to the DSRA, providing a critical anchor for the outcome of the research and the perspectives it may generate.

### Budget for a DSRA:

A global budget is allocated each year.

It is distributed by the DSRA candidate team according to the specific needs of each research project, and in the interests of fairness. The budget includes funding for the final form, distribution and remuneration of associate researchers.

The DSRA formats readily evolve and get reinvented within the DSRA team and through exposure to inquiry led by the school's researchers and by the Cooperative platform as a whole.

We take the stance that the final phase of a DSRA should not take place more than one year after the end of the research period hosted in the Cooperative.

As the bursary ends at completion of the three-year window of research, a dedicated DSRA agreement gives the candidate an extended status as researcher, engages the candidate and confers accountabilities in respect of the structure, and sets out the framework and terms offered by the ESACM.

It also frames implementation of the DSRA (timeframe, partnerships, invitations, budget, committee work, etc.).

## **7 GET FACILITATION AND SUPPORT FROM THE ÉSACM**

The ÉSACM facilitates the researcher's work by providing technical, logistical, methodological and financial support :

- A grant amounting to € 9000 per year.
- A space/workshop purposed specifically to Research Cooperative project work.
- Accommodation in shared housing.
- A travel allowance covering the home–ESACM commute, capped at € 150 per month.
- Access to the physical-space workshops and to the people, skills and technical resources available at the school.
- Account and network access to the school's wider ecosystem.
- The possibility to develop partnerships with ÉSACM backing.

## **8 COMMUNICATE ON THEIR RESEARCH TO THE WIDER SCHOOL COMMUNITY**

There are individual and/or group-time opportunities for a researcher to submit their research to the school community. This can be done in various ways :

- Present research output to actors in the school community, in the form of conferences, projections, exhibits, publications, exhibitions.
- Share back with the Cooperative on research progress made and doubts and interrogations raised, at community sessions that are mapped out and scheduled at the start of the academic year.
- Create a public dialogue between their own research and the research work of another researcher.
- Furnish the community, at the end of each year, with a document that reports on pathway that the researcher has explored and the perspectives for further exploration.

## **9 ENGAGE IN INSTRUCTIONAL DELIVERY AT THE SCHOOL**

The school's pedagogy evolved in 2020, and is organized in mostly collegial formats (Prismes, Fabriques, Focus, others...) bringing together teachers (professors and assistants) and students.

There is no obligation for a researcher to participate in school teaching on the «Prismes» and «Fabriques» strands of course delivery. However, if research conducted within the Cooperative or the researcher's practices, impulses or spheres of competence intersect with the school's wider educational project, then they can provide their input in various instructional settings, once the intervention has been talked through with faculty and with the operator of the Cooperative space. They may also enlist graduate students in work periods related to their research by informing the Cooperative facilitators and the head of studies.

A researcher may also be invited—via a proposal from the teaching community and with a green light from the head of studies and the executive—to lead a workshop or to facilitate an instructional process (validation of experiential learning, for example) on top of their regular time in attendance at the Cooperative.

Whatever the configuration, a researcher is paid the same as an outside contract tutor.

### The pathway into research:

Lecturers may enlist researchers to engage in pathway-to-research formats for Master's students. Note that these formats are initiated and led by these lecturers and stretch over long periods of term, and are required to intersect with the flow of inquiry of the researcher(s) concerned.

The facilitators team counts a lecturer who is appointed the role of heading up the pathway into research. They are in charge of informing researchers on the frames governing these potential intersections, and organizing them.

## **10 PARTICIPATE IN DISSEMINATION OF THE RESEARCH OUTSIDE THE SCHOOL**

Publications of all kinds, participation in conferences, meetings, colloquia, festivals, exhibitions, and networks all afford opportunities for researchers to stage their work, test it against trends and trajectories in art research, and give visibility and impact to the Cooperative.

This visibility also gets built up from the DSRA, which can lead a researcher to forge partnerships with structures outside the school (art centres, publishers, local associations, and so on).

Support for this ESACM-led outreach is organized with input from the facilitators.

# DECISIONMAKING FORUMS AND FORMATS

## THE FACILITATORS

Activity at the Cooperative organizes and operates at the intersection between researcher practice and instructional delivery.

The facilitators are the go-to liaisons for all researcher–institution relations (organizational, financing, communications, provisioning resources, and so on).

This group counts :

- An operator who monitors and coordinates progress in research work processes and in the articulation with the school's educational delivery, administration and management.
- A DSRA course lead lecturer (picked from among the lecturers that share contact with ongoing DSRA).
- A lecturer appointed the role of heading up the pathway into research (and picked from among the lecturers in charge of a research pathway project).
- The representative(s) of elected researcher(s).
- A research-community secretary co-opted from the school's administrative staff.

This team may also enlist an associate researcher from the Cooperative whose mission is to equip the Cooperative with structures geared to its needs.



## What do they do ?

They consciously attend to the structure and its users, and head up the synchronization of intentions and the tracking and staging of activity at the Cooperative.

The facilitators work in close collaboration with all the researchers to set up the «field of possibilities».

The take on operational coordination of the research pursued, while scientific coordination is shared between the community of researchers and manifested through the group-time sessions. The facilitators mobilize straightforward tools to foster and resource the dissemination of content among researchers.

## **THE TEAMS**

Researchers are encouraged to develop their research in collaboration with other researchers. The teams can take on organizational roles or work collectively to help materialize a researcher's impulses or intuitions, driven by the conviction that a research effort is practically never led alone.

### How the teams work:

- If two or three researchers share the same speculative inquiry, they can form a team by informing the community (of the question(s) investigated, the owner-members of the team, the agenda and schedule). This team can, if it wishes, file a request for dedicated funding, typically through calls for research projects in the plastic arts tendered by the Ministry for Culture and Communication.
- Each team self-directs its works on the realization of its projects, and enrolls the facilitators to ensure its decisions fit with the constraints imposed by the school.
- The teams inform all the researchers on significant phases of their activities and report back on the state of their progress during community sessions.
- Decisions taken within a time a free-format (by vote, by consensus, by chance, by soul train, and more).

## Two examples :

In 2020, two researchers, Stéphanie Lagarde and Constantin Jopeak, came together at the intersection of the observation of political arrangements surrounding natural life (plant life and animal life) and milieu of political activism.

They have formed the team [ANARCHIE FILM ET BOTANIQUE](#) where they organize workshops, collaborations with local partners (Ferme Urbaine, the 'Le champ des possibles' nonprofit), and invitations (*Terrestre* magazine), and the ÉSACM facilitates their efforts in each of these steps. This team marks a precedent as a model for other teams set to emerge in the near future.

A DSRA team federates all the researchers concerned by the DSRA (candidates and in-house and outside course leads). This team shares progress made on ongoing DSRA and takes decisions on the scheduling, jury compositions, partnerships involved, and how budgets are distributed among the candidates.

Teams work together, each at their own pace and with their own objectives, and are free to share content, typically during community sessions for example.

Each team is allocated a budget to support this collective activity, in addition to the bursaries already awarded to each of its researcher-members.

## **ASSEMBLES / COMMUNITY SESSIONS / DECISIONMAKING**

At least three times a year, all the researchers and facilitators attend a several-day session to share conversation and dialogue surrounding their cross-community experiences (workshop, programming, travel, etc.).

These assemblies set the pace for the life of the Cooperative throughout the academic year. They maintain a contact between the teams of researchers and enable the community to coordinatedly share, think through and synchronize its activities in articulation with instructional delivery of the school's programmes, and to fix the allied budgets—and that is where proposals can cross-fertilize and where the community comes to own the organic self-running of the Cooperative.

The first of these assemblies takes place in September or October, and landmarks the onboarding of incoming researchers by the researchers already active in the Cooperative.

The facilitators set an agenda for each meeting, and the researchers then add to or amend the agenda in the week running up to the meeting. The researchers collegially define a programme by consciously preparing their various contributions in advance.

These assemblies can also contain touchpoints of visibility that speak to the school community and/or an outside audience. These times can also be thought of as shared experiences. Each assembly session begins with time set aside for the whole group to discuss the organization of the Cooperative, which should not last more than a full day.

## Provisional assembly schedule (redefined at the first assembly):

- September : first meeting / kick off the activities planned for the first semester.
- January : organization of the second semester.
- March : community group-time, to be invented.
- juin : setting up the autumn term's start-of-year projects/ analysis of candidacies/validation of the new version of the charter.

All decisions adopted at assemblies are taken by consensus. Consensus achieves quorum when at least 2/3 of all researchers in the community are either physically in attendance or voice their input via remote channels.

*« In the context of a decision-making process, we can say that its quality is measured by the fact that (all) those who participated in that decision know that it was their decision, that they were involved in it personally, but that the ability to say “it’s my decision” was made possible by the collective effort.*

*In that kind of configuration, the consensus reached is not a soft consensus or an outcome forged through the balance of power, strategic alliances and clashes of opinion. It is forged by a collective definition of the problem posed—where the degree of complexity involved is dictated by the issue addressed and where the definition is built up from dissensus as it strengthens: to internalize the different points of view present and the different knowledge-sets mobilizable within the group. It is precisely this dissensus that enables the definition to emerge. The decision becomes the translation of a position that the group has co-constructed, and thus a power that the group lends itself, building up from the mosaic of individual positions that inhabited the group at the outset. The decision results from the transition from a crowd of several ‘me, I think’ to a single voice saying ‘we, we think ».*

Isabelle Stengers

# ANNEXES

## REMUNERATION GRID

- INTERVENERS
- ASSOCIATE RESEARCHERS



**ÉCOLE  
SUPÉRIEURE  
D'ART  
DE CLERMONT  
MÉTROPOLE**

**25 RUE KESSLER  
63 000 CLERMONT-FERRAND  
T. 04 73 17 36 10  
F. 04 73 17 36 11  
WWW.ESACM.FR**

## **CONSEIL D'ADMINISTRATION DU 14 NOVEMBRE 2019**

### **Barème de rémunération des intervenants**

L'ESACM est amenée à recruter des vacataires dans le cadre de ses missions liées à l'enseignement supérieur et à la recherche ou aux cours publics destinés aux amateurs.

La présente délibération a pour but de modifier la délibération du 27 juin 2011, qui date un peu, concernant les modalités de rémunération des personnes qui interviennent à l'ESACM, à titre occasionnel et *ès qualités*, dans le cadre d'activités pédagogiques exceptionnelles ne justifiant pas la création de postes permanents.

A partir du 1<sup>er</sup> janvier 2020, et après un sondage sur le montant des rémunérations pratiqué par les autres écoles, il vous est proposé d'appliquer le barème de rémunération suivant :

<i>Situation actuelle</i>			Barème applicable au 01/01/2020	
<i>Typologie</i>		<i>Rémunération forfaitaire</i>	<i>Typologie</i>	<i>Rémunération forfaitaire</i>
<i>Modèle vivant</i>		<i>15,52 € brut /heure</i>		<i>20€ brut/heure</i>
<i>Conférences</i>		<i>120€</i>		<i>250€</i>
<i>Workshop Interventions diverses Jury blanc</i>	<i>½ journée</i>	<i>190€</i>	<i>½ journée</i>	<i>150€</i>
	<i>journée</i>	<i>290 €</i>	<i>Workshop / Intervention de 1 à 3 jours</i>	<i>300€ / jour *</i>
	<i>2 journées</i>	<i>550 €</i>		
	<i>3 journées</i>	<i>825 €</i>		
	<i>4 journées</i>	<i>1095 €</i>	<i>Workshop / Intervention de 4 jours et plus</i>	<i>250 € / jour *</i>
	<i>5 journées</i>	<i>1360 €</i>		





**ÉCOLE  
SUPÉRIEURE  
D'ART  
DE CLERMONT  
MÉTROPOLE**

**25 RUE KESSLER  
63 000 CLERMONT-FERRAND  
T. 04 73 17 36 10  
F. 04 73 17 36 11  
WWW.ESACM.FR**

## **CONSEIL D'ADMINISTRATION DU 23 JUIN 2020**

### **Modification du statut de chercheur-e-associé-e au sein de la Coopérative de recherche de l'ÉSACM**

Par délibérations du 9 novembre 2012, du 21 juin 2013 et du 22 novembre 2013, l'ÉSACM a formalisé le fonctionnement de sa Coopérative de recherche.

À ce jour, la Coopérative de recherche accueille des chercheur·e·s et des chercheur·e·s associé·e pour une période de 10 mois, de septembre à juin.

À partir de la rentrée scolaire 2020, l'ÉSACM a souhaité modifier le statut actuel du·de la chercheur·e associé·e.

Un·e ou plusieurs chercheur·e·s-associé·e·s seront en charge d'une mission de recherche définie par la communauté des chercheur·e·s de la Coopérative de recherche pour répondre à des besoins spécifiques.

Un·e chercheur·e ou une équipe de chercheur·e·s pourra solliciter la Commission recherche afin d'associer un·e chercheur·e pendant un temps défini et renouvelable sur nouvelle demande en précisant l'engagement, la durée et la mission de recherche sollicités.

Cette demande sera ensuite présentée, pour validation, au Conseil Scientifique Pédagogique et de la Vie Etudiante (CSPVE).



Il vous est proposé de déterminer le montant de la bourse en fonction du temps de recherche à partir de la grille suivante :

jour(s) de recherche mensuel(s) cumulable(s) / bourse mensuelle	mission de 3 mois : bourse cumulée	mission de 6 mois : bourse cumulée	mission de 10 mois : bourse cumulée
1 jour / 150€	450€	900€	1500€
3 jours / 450€	1350€	2700€	4500€
6 jours / 900€	2700€	5400€	9000€

*Observation : la mission du-de la chercheur-e associé-e s'exerce dans et hors des murs de l'ÉSACM en fonction des besoins définis.*

XXXXXXXXXX

**Le Conseil d'Administration, après en avoir délibéré, approuve la proposition de modification du statut de chercheur-e-associé-e et la grille fixant le montant des bourses.**

**Mise aux voix, cette délibération est .....**

**Pour ampliation certifiée conforme.  
Le Président du Conseil d'Administration**

**Olivier BIANCHI**

