

Work-to-Rule Basics: It's OK to just say NO

1. Work-to-rule is not about making it easy on the colleges.

- We are in a legal strike position: it is within our rights to withdraw our labour.
- Work-to-rule action highlights how much volunteer work faculty do under normal conditions,
- Work to rule allows us to minimize negative impacts on our students.
- This type of strike action is deliberately and necessarily designed to put pressure on the administration through faculty refusing to do struck work.

2. Work-to-rule means that you do not follow management direction that contravenes what the team has identified as struck work.

- Work-to-rule is any job action in which faculty do their jobs exactly as outlined by their bargaining team, and that they don't do any work the team has identified as "struck work".
- The list of struck work is cumulative. It includes all activities detailed in [Phase 1](#) AND [Phase 2](#).
- This list of struck work activities is intended to increase pressure on supervisors and disrupt efficient college operations while minimizing the impact on students.
- Struck work means faculty stop working beyond the time allotted in their contracts, SWFs, or (for counsellors and librarians) the 35-hour weekly cap. No ifs, ands, or buts.

3. Struck work is an organized form of protected strike action as defined under the *Colleges' Collective Bargaining Act*.

- Struck work is a type of picket line. Stay strong: do not cross the struck work picket line.
- The bargaining team determines what is struck work—not College managers.
- We are collectively refusing to engage in specific activities, in escalating phases.
- Full participation in work-to-rule is protected by both our Collective Agreement and governing legislation.
- Performing struck work lessens your protections, weakens solidarity, and puts your colleagues at risk. It also makes it harder to achieve the bargaining goals faculty at all 24 colleges have established.

4. This is not a time to do the work and grieve it later. This is a time to just say, "No."

- Your College may begin to send vaguely worded “direction” or veiled threats, do not fear—your team and OPSEU/SEFPO have your back. Escalating communication from your College means that what we are doing together is having exactly the effect it is intended to.
- Both our Collective Agreement and our governing legislation offer protections for all Union members who are participating in lawful Union activities, including a strike.
- If your manager threatens to discipline you for participating, explain to them that you are adhering to what your bargaining team has identified as struck work.
- If your manager explicitly directs you to do something that is in violation of work-to-rule, contact your union Local and OPSEU/SEFPO right away to make sure that they know and can intervene.
- ***If your College attempts to push back further, members or the Local can now easily file a Work-to-Rule [incident form online](#) that goes directly to our legal supports. We will be able to offer coordinated central support.***

5. Work-to-rule MUST impact the functioning of the Colleges in order to work as a strategy.

- This is about building faculty power in the face of a disrespectful and intransigent College Employer Council.
- A work-to-rule asserts the importance of the work that bargaining unit members perform, and can immediately demonstrate the obvious inadequacies in our Collective Agreement, by showing what happens when we stop volunteering our labour.
- Work-to-rule is one way of holding management responsible for the negative consequences of their own management decisions.

6. We are not responsible for helping management at this juncture, given that they have shown no respect for us, our needs, or our students’ needs at the bargaining table.

- Some of us may find it hard not to help out, particularly if we get along with our direct managers. We have to be aware that this is not about whether you like a particular manager; it is about pushing the pressure upward and showing just how much the colleges rely on volunteer, and too often precarious, faculty labour.
- It is about walking the talk of mutual respect by demanding that the colleges treat faculty members like professionals and colleagues.
- It means that we will stop trying to save the Colleges from the negative impact of their own management choices, including the choices to understaff, to attribute inadequate time on your SWF to complete your work, and (for partial-load faculty) to put more students in your classes than you are able to grade within the time factored in.

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Professor/Instructor Workload Charts: Full-time and Partial-Load

As a reminder, and for ease of reference, the following chart identifies **the amount of time that full-time faculty are attributed weekly for evaluation and feedback of each student** in your classes, depending upon the factor associated with the course. (The evaluation factor depends upon the proportion of evaluation is based on Essay/Project, Routine/Assisted, or In Process grading. These are explained in detail at:

<https://www.youtube.com/watch?v=ByYbSG0eFZA>)

		Weekly Teaching Contact Hours Per Course		
		1 TCH	2 TCH	3 TCH
Evaluation Factor	0.015	0m54s (ps/pw)	1m48s (ps/pw)	2m42s (ps/pw)
	0.0225	1m21s (ps/pw)	2m42s (ps/pw)	4m03s (ps/pw)
	0.024	1m26s (ps/pw)	2m53s (ps/pw)	4m19s (ps/pw)
	0.0275	1m39s (ps/pw)	3m18s (ps/pw)	4m57s (ps/pw)
	0.03	1m48s (ps/pw)	3m36s (ps/pw)	5m24s (ps/pw)

* (ps/pw) = (per student, per week)

** (For 4-hour courses, divide the times listed in the middle column by two. For 6-hour courses, multiply the times listed in the right-hand column by 2.)

As you know, **Partial-Load faculty** do not have SWFs with attributed time for evaluation, but they do have clearly defined limits to the amount of time that they are contracted to spend on preparation and evaluation/feedback.

During work-to-rule action, you should track and record your work and only perform the following total hours of work each week (based on the number of TCH assigned in your contract):

- 7 TCH= 15.19 total workload hours/week, including teaching hours**
- 8 TCH= 17.36 total workload hours/week, including teaching hours**
- 9 TCH= 19.53 total workload hours/week, including teaching hours**
- 10 TCH= 21.70 total workload hours/week, including teaching hours**
- 11 TCH= 23.87 total workload hours/week, including teaching hours**
- 12 TCH= 26.04 total workload hours/week, including teaching hours**

What this means during normal teaching periods is that any work you do beyond these maxima is volunteer work. During this period of job action, do not go above these maxima.