

Job Content Questionnaire (JCQ) Instruction Manual and Sample Responses



Developed by:

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and

the McMaster University Staff Association

(MUSA)

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INSTRUCTION MANUAL:

INTRODUCTION

The purpose of a job evaluation system is to ensure that employees are properly recognized for the work they perform. This gender-neutral job evaluation system is consistent with the requirements of the *Pay Equity Act*. It measures the relative relationship of jobs in the MUSA bargaining unit and consists of 4 factors and 14 sub-factors. The primary and predominant source of information for evaluation of jobs is the Job Content Questionnaire (JCQ). This JCQ will be given to the Job Rating Committee (JRC) for the purpose of evaluation and may be supplemented by other information including, but not limited to, telephone or in-person interviews with supervisors and/or employees, the job description, and recent job postings.

The JCQ is set up to help incumbents and supervisors provide accurate, complete, up-to-date job information about the jobs within the MUSA bargaining unit and is the information from which job content is analyzed and the job value is determined. It is designed to capture the skill, effort and responsibility normally required in the work, and to record the conditions under which the job is usually carried out. The JCQ focuses on current job content and requirements **and is not an appraisal of the incumbent's performance on the job**. Do not include any activities that are outside of the normal job duties such as volunteering for committee work, or responsibilities for which separate compensation is received (e.g., Infotech, overtime, shift premium, etc.).

The factors and subfactors in this Job Evaluation System are as follows. The JCQ has been developed to elicit job information specific to these factors:

FACTORS	SUBFACTORS
Skill	1. Applied Reasoning and Analytical Skills 2. Breadth of Knowledge 3. Adaptation to Change/Updating of Learning 4. Interpersonal Skill 5. Education and Experience 6. Dexterity and Coordination
Effort	7. Physical Effort 8. Mental Effort
Responsibility	9. Planning and Coordination 10. Responsibility for Others 11. Accountability for Decisions and Actions Affecting People, Assets, and Information
Working Conditions	12. Physical Environment 13. Psychological Environment 14. Health and Safety

WHO SHOULD COMPLETE THE JCQ:

The supervisor and the employee have a joint responsibility to work collaboratively to complete the JCQ. As the supervisor determines the work that is to be done and the employee performs the job, they both bring knowledge and information that is important in the completion of the JCQ. The supervisor(s) and employee(s) are encouraged to consult to develop one set of data. Once completed, the JCQ, signed by both supervisor(s) and employee(s), will be submitted to the JRC c/o Human Resources, Wentworth House Room 118. If there are questions or concerns regarding completion of the JCQ, contact the Joint Job Evaluation Steering Committee (JJESC) for advice via e-mail at jjesc@mcmaster.ca.

If it's not feasible for a supervisor(s) and employee(s) to collaborate to complete one set of data about the job, the JJESC should be contacted for advice via e-mail at jjesc@mcmaster.ca.

You will be notified if your job has been identified as multi-incumbent. If so, you are encouraged to work with the other incumbents and their supervisors to develop one JCQ for submission. If the supervisor and/or employee feel strongly that the job differs from the other incumbents', a separate JCQ may be completed following the process described above.

If you believe that your job may be multi-incumbent but hasn't been identified as such, then contact the JJESC via e-mail at jjesc@mcmaster.ca.

The JRC may contact you and/or your supervisor if they require clarification regarding the job. During the job evaluation Rating Notes will be completed summarizing the decisions for the evaluation. A copy of the Rating Notes will be provided to you and your supervisor.

STEPS TO FOLLOW IN COMPLETING THE JOB CONTENT QUESTIONNAIRE:

1. This questionnaire measures the current responsibilities and requirements of the job you hold, but not your performance as an individual. Describe the job the way it would be done by someone else coming into the same job as you.
2. Please read the questionnaire through once carefully before starting to write. This will allow you to consider the type of information requested and encourage you to think about your examples that show the work you do.
3. When reviewing the duties and responsibilities, ensure that you consider the entire job cycle, i.e., activities that regularly occur in a one-year period, academic year or business cycle.
4. If extra space is needed to respond to a question, indicate that the response is "continued", then attach an additional page with the question number, not page number, clearly identified.

5. Complete the Identification Section. If completing a job content questionnaire for more than one incumbent, be sure that each incumbent's and supervisor's information is recorded on the Identification Section. The JRC will *only see* an identification number on the questionnaire, not incumbent's names.
6. When completed, be sure to make copies of the completed, signed JCQ for both the supervisor(s) and employee(s) and send the original JCQ to the JRC c/o Human Resources, Wentworth House, Room 118.

WHAT THE RATING COMMITTEE IS LOOKING FOR:

1. Include enough information so that the JRC members not familiar with the job can get a clear picture of the whole job.
2. The rating of your job does not depend on your ability to write well. However, just ticking off a box or answering "yes" does not demonstrate the level of tasks required in your job. **The committee needs to see examples of your tasks, preferably in point form, in order to understand your job.** You don't need to repeat your examples – the committee will find information you record in one part of the questionnaire to apply to other relevant questions.
3. If you find that some questions do not relate to your job, write in "not applicable" or "n/a". That way the rating committee will know you looked at every question.
4. If using abbreviations, acronyms or technical terminology, please explain their meaning.
5. For questions 1 to 6, focus on the aspects of the job that are most challenging and complex – these are the skills that help the rating committee determine the level of your job. Where you provide examples of a complex task, there is no need to give examples of the routine tasks of the same nature.

SAMPLE RESPONSES:

The following section provides sample responses to the questions in the sub-factors. The samples should not be considered exhaustive. These samples may help you think about the types of things specific to your job. **Please elaborate in your examples.**

1. APPLIED REASONING AND ANALYTICAL SKILLS

1.1 A The following are sample responses describing things that must be read and understood in the job:

- graphical information including trend or analyses of usage of the on-site fitness facilities
- operating manuals, procedures and laboratory protocols regarding specific experiments for asthma research
- instructions to operate the fax machine and photocopier
- e-mail to respond to questions from students regarding program selection
- medical terms and charts of patients who use the Student Health Service
- WHMIS regulations and material safety data sheets to understand how to properly and safely handle sulfuric acid in the lab
- legislative and policy documents relating to financial reporting of University operating expenses
- texts, journals and articles relating to chemical engineering
- blueprints and schematics of construction and renovation planned throughout campus

1.1 B The following are sample responses describing things that one must write, author or design in the job:

- fill in forms, write records and complete informal reports detailing experiment results
- compose letters explaining information about academic programs
- routine correspondence that follows a template describing the outstanding fees owed by a student
- minutes from monthly departmental planning meetings
- financial reports detailing the expenses of the department's budget
- write computer programs in COBOL
- annual report with graphs and charts showing trends in student enrolment over the past 10 years
- case notes and progress notes detailing patient history and medical treatment plan
- create learning materials including lab manuals and test questions
- develop presentations targeted towards high school students to promote McMaster University
- design and format manuals about research protocols
- design technical/mechanical plans and equipment
- write grant proposals for submission to funding agencies
- design web pages, posters and pamphlets promoting concerts and lunch time lectures

1.1 C The following are sample responses describing tasks performed in the job that involve math or calculations:

- budget projections and forecasting of the operating budget (\$82,000) for my department
- calculate totals on travel expense forms
- calculate ratios for mixing of chemical solutions for preparation of weekly lab courses
- apply statistical methods (and check results) to analyze experiment results
- systems modelling
- develop/use complex formulae to determine electrical circuit calculations
- conduct regression analyses
- use arithmetic to determine appropriate change at cash register
- calculate students' cumulative averages
- balance daily cash register receipts in the Bookstore

1.1 D The following are sample responses describing tasks involving searching for, gathering and processing of information required in the job:

- observe and monitor experiments in the lab
- conduct database, literature and web searches to find documents and articles used for reference in scientific papers
- collate usage statistics of the number of phone calls received per day
- gather and compile information for program accreditation process
- enter student exam and term marks for my department
- screen visitors to the Student Advising office to identify their problem and determine whether they need to have an appointment with a Student Advisor
- obtain quotes for new office furniture for my department
- developing classification rules and/or system
- consult manuals/ blueprints/ schematics detailing construction and renovations of new student residences
- conduct interviews with individuals throughout the University for publication on the daily news
- probe for information with students to determine true nature of problem or information sought related to fees owing on their student accounts
- screen/inspect shipments of lab materials

1.1 E The following are sample responses describing the analysis and solving of problems required in the job:

- interview and determine special accommodation regarding the housing and classroom needs of a student with multiple disabilities
- monitor and reconcile accounts
- determine cause of mechanical/electrical systems disruptions
- determine cause and resolve computer network disruption and computer network failure
- treat suicidal student with family background of substance abuse and traumatic events
- analyze results of experiments to assess performance of new concrete materials
- analyze business process problems to develop applications for improved processes

1.2 Samples not provided.

2. BREADTH OF KNOWLEDGE

The following are sample responses describing the breadth of knowledge required in the job.

- I must be aware of developments in Economics related to the courses I assist and be aware of teaching methods used in other areas of McMaster.
- To conduct research in the field of autism, I must be aware of developments in statistics, other health areas and other research related to my field of study.
- My job involves advising students on their academic programs requiring that I have extensive knowledge of the programs offered in my faculty, have some knowledge of programs offered in other faculties and be aware of similar programs at other universities.
- As a LAN Analyst, I must know the industry standards and best practices for configuration, security and access and be able to apply this to a variety of business units and/or departments to suit differing customer needs.

3. ADAPTATION TO CHANGE/UPDATING OF LEARNING

3.1 The following are sample responses describing the most recent major change that occurred in the way the job is done.

- installation of new software program 2 years ago required me to learn how to track and process invoices using an electronic spreadsheet rather than hand-writing and calculating them manually
- I book rooms using an on-line web service rather than having to place a call to an individual. This transition happened 2 months ago.
- new equipment is acquired annually. I must learn how to operate it to conduct experiments and to gather data.
- a change in the granting agency or granting formulas requires that I review and inform others of the change in rules of eligibility and application processes

3.2 The following are sample responses describing the pace and scope of change.

- I'm responsible to review and update departmental policies and procedures. They typically change every 2-3 years
- I'm required to be aware of changing admission requirements and program prerequisites on an annual basis.
- I install and maintain computer servers and must attend courses and trade shows several times a year in order to keep abreast of changes in computer technology such as "wireless" capabilities.

3.3 No samples provided.

3.4 No samples provided.

3.5 No samples provided.

4. INTERPERSONAL SKILL

4.1 A The following are sample responses describing communicating, extending common courtesy and working cooperatively.

- welcome visitors, some of whom may be agitated, and listen carefully to identify their needs
- I must be courteous to all patients and visitors to the clinic.
- I work cooperatively with a cross-functional team (Financial Services, Registrar's Office and Housing) to complete a project to improve billing services for residence admissions.
- I coach individuals on how to handle communications with clients or the media.

4.1 B The following are sample responses describing exchanging information, identifying needs, probing for information, responding to requests, handling complaints and gaining cooperation.

- exchange technical and scientific information amongst colleagues
- triage patients to determine their medical needs
- greet visitors to the department, ask them why they are here, and either provide them with the requested information or direct them to someone who can help them
- questions and problems that cannot be resolved by information staff are referred to me for investigation and resolution

4.1 C The following are sample responses describing instructing, training, making presentations.

- travel to various high schools across the province to present information about McMaster University to encourage prospective students to attend McMaster
- instruct teaching assistants with regards to lab procedures and/or demonstrate lab experiments to graduate students
- attend conferences/meetings to make presentations on research findings
- conduct training workshops in the use of Oracle™ forms

4.1 D The following are sample responses describing advising, counselling (therapeutic), empathizing and nurturing

- therapeutic counselling of students on their personal issues
- meet with students to assist them in developing their program and course of study
- advise faculty and allied healthcare providers how to respond to suicidal, homicidal and distraught students
- empathize with patients who participate in clinical trials and undergo invasive procedures

4.1 E The following are sample responses describing consulting (providing expertise to clients), mediating, negotiating, persuading, resolving conflicts

- provide professional advice and consultation to industrial clients
- negotiate terms of contract licenses or service agreements for preferred suppliers
- persuade and encourage alumni and corporate citizens to contribute financially to McMaster University
- as Team Leader, motivate team members to accomplish project goals

4.2 Samples not provided.

5. EDUCATION AND EXPERIENCE

Samples not provided.

6. DEXTERITY AND COORDINATION

6.1 A The following are samples of items assembled.

- assemble and collate course packages
- put together mailings
- cerlox binding of large volumes of printed materials
- use hand tools to assemble new lab equipment
- set up computer stations including network connections

6.1 B The following are sample responses re the use of computers, calculators and controls.

- use a wand to scan barcodes on library books
- use an adding machine to tally petty cash
- use a computer to produce a variety of reports, letters and Powerpoint presentations
- input information into a microprocessor using a touch-pad

6.1 C The following are sample responses re operating office equipment.

- I operate the docutech copier
- I use basic office equipment including a printer, fax, telephone, shredder and scanner
- I operate a telephone that has 4 incoming lines
- I operate a scanner and cash register in the Bookstore

6.1 D The following are sample responses re the use of precise movements, measuring equipment or tools.

- pipetting
- demonstrate athletic moves to student teams
- modify circuit boards
- take measurements of a machined surface and rolled foil with electronic calipers

6.1 E The following are sample responses re the use of operating power tools or machinery.

- operate the autoclave to sterilize glassware and bacterial media
- use table saw, circular saw, lathe, milling machine and a drill press to build requested materials
- operate an industrial extruder
- maintain and demonstrate the use of fitness/cardio equipment
- use electric paper cutter

6.2 Samples not provided.

6.3 Samples not provided.

7. PHYSICAL EFFORT

7.1 Samples not provided.

7.2 The following are sample responses of physical effort required in the job.

In question 7.2, be sure to preface your example with the type of activity requiring physical effort and hours per cycle spent on each.

- activities requiring precise coordination of large muscle: demonstrate drills to soccer team for 3 hours per day
- move and/or manipulate large and awkward equipment: move equipment using an overhead crane for ½ hour per day
- alternating positions of walking, sitting, standing: work in an office where I sit for most of the day, but get up frequently to retrieve printed material from the printer, deliver mail and escort visitors to the appropriate office
- working in awkward physical conditions: run network cables through tunnels under buildings, under floors and over ceiling tiles all day long, but can take frequent breaks as desired

7.3 Samples of typical weights of objects required to lift.

- required to lift food bags that weigh approximately 50 pounds 2 or 3 times per week using a dolly to transport between rooms
- lift reams of paper (up to 5 pounds) to load into a photocopier once per week
- distribute scientific equipment (typically weighing up to 10 pounds each) to undergraduate laboratories a few times a week
- regularly shelve large books ranging in weight from 2 - 10 pounds

7.4 Samples of repetitive tasks required by your job.

- production keyboarding of documents for two hours at a time (with regular breaks)
- repetitive bending to remove printed materials from sorter tray
- inputting data into a spreadsheet or database
- polish samples for metallurgical examination

7.5 Samples not provided.

8. MENTAL EFFORT

8.1 Samples not provided.

8.2 The following are samples of activities requiring mental effort.

In question 8.2, be sure to preface your example with the type of activity requiring mental effort and hours per cycle spent on each.

- develop concepts, hypotheses: I formulate hypotheses based on the results of research for development of grants for an average 1 week, 3 times per year
- advising: I counsel students for 6 hours a day attending to their individual problems
- providing detailed information, actively participating in meetings: I attend department meetings weekly (2 hours on average) and take and transcribe minutes
- scientific/technical observation or intervention: I monitor experiments for 2 hours a week to ensure safe operation of equipment and to record results

8.3 The following are samples of responses describing the requirement to shift concentration from one activity to another or perform a number of tasks simultaneously (where accuracy of details is required).

- I work at a service desk where I must attend simultaneously to phone calls, visitors, alarm monitors and requests from supervisor with deadlines
- I setup and monitor several undergraduate labs concurrently
- I monitor several experiments with varying parameters while recording results

8.4 The following are samples of responses explaining time spent backtracking when interrupted.

- If interrupted when entering graduate student payroll on Oracle, I mark which student I'm processing which minimizes the need for backtracking.
- If interrupted while doing a cash balance, I will need to start over from beginning which will take up to 10 minutes.
- If there is a hydro interruption while doing my experiment, I have to determine if the results will be invalid and whether to start over. This determination may take an hour or more.

9. PLANNING AND COORDINATION

<p>9.1 The following are sample responses to the questions regarding planning and coordination in 9.1.</p>
<p>Do you follow a schedule prepared by someone else?</p> <ul style="list-style-type: none"> • yes, my supervisor determines the order in which I must complete my tasks • no, I know what things must be completed on any given day and determine the priority and order of completion • yes, I must meet strict deadlines which requires that I follow a very tight schedule established by the department • no, I work in a service environment and deal with work in a first-come, first-serve basis
<p>Do you prioritize your own activities to ensure deadlines are met? If yes, please explain.</p> <ul style="list-style-type: none"> • yes, I must complete specific activities for month and year end financial timelines. I prioritize the order in which I do things to ensure these timelines are met.
<p>Do you schedule tasks, activities performed by others or coordinate resources used by others?</p> <ul style="list-style-type: none"> • yes, I schedule a crew of TA's in order to facilitate the staffing of undergraduate labs. • yes, I schedule 4 pieces of apparatus for use by others in the lab
<p>Do you plan or coordinate programs, events, conferences, athletics meets, meetings, calendars?</p> <ul style="list-style-type: none"> • yes, I plan the May@Mac conference • yes, I plan the convocation ceremonies in Business • yes, I schedule weekly medical rounds
<p>What scope does your planning and coordination cover? (e.g., self, single/multiple teams or departments, within and/or outside the University?)</p> <ul style="list-style-type: none"> • I coordinate an annual conference for all departments in the Faculty of Science with international participants including arranging for off-campus excursions and accommodations for both on and off campus. • I plan how the Faculty of Engineering will participate in the May@Mac conference
<p>Does your planning and coordination responsibility involve single OR multiple inputs, resources, tasks and/or projects? (Specify which.)</p> <ul style="list-style-type: none"> • I coordinate the annual retreat. I'm required to make space reservations, order food and refreshments, arrange for travel and hotel accommodations for guest speakers, and to stay within an allocated budget • I plan the schedule for lab bookings
<p>Does your responsibility require estimates of time, resources, and/or development of budgets?</p> <ul style="list-style-type: none"> • no • yes, I arrange for the production of the department's annual report and must get estimates of production time, costing and delivery schedules.

9.2 Samples not provided.

10. RESPONSIBILITY FOR OTHERS

Samples not provided.

11. ACCOUNTABILITY FOR DECISIONS AND ACTIONS AFFECTING PEOPLE, ASSETS, AND INFORMATION

11.1	The following are samples describing the accountability the job has for decisions that impact people
	<ul style="list-style-type: none">• I determine whether a program will be offered in the spring term• I provide access to course reserve material to support academic programs• I provide advisory services to students regarding their course of study• In conjunction with the faculty member, I determine the content and design of undergraduate labs• I determine what research grants to submit which impacts on staffing resources• I provide health and wellness classes and guidance to staff and students
11.2	The following are samples describing the accountability the job has for decisions that impact assets (materials and resources.)
	<ul style="list-style-type: none">• I determine what computer equipment to buy for my department• I am responsible for handling petty cash• I order supplies for the unit• I administer and forecast spending on the operating account valued at \$80,000 in my department• I prepare and ensure safe-keeping of undergraduate laboratory materials• I perform routine maintenance on the electron microscope• I prepare lab manuals for 1st year chemistry students• I schedule clinic appointments and book MRI tests
11.3	The following are samples describing the accountability the job has for decisions that impact information resources.
	<ul style="list-style-type: none">• I maintain student academic records and must safeguard their confidentiality• I deal with the physical and medical needs of patients and must ensure confidentiality• I follow standard operating procedures describing and detailing what and how confidential information can be released• I gather financial and budget information for use by the Department Chair• I develop databases for the storage of records• I report research results to granting agencies

11.4 Samples not provided.

11.5 Samples not provided.

12. PHYSICAL ENVIRONMENT

12.1 The following are samples of disagreeable conditions that exist in the job.
<p>Working outside in a range of weather conditions:</p> <ul style="list-style-type: none"> I move audio visual equipment across campus and must do so in all weather conditions including rain and snow - I am typically outside for 15 minutes each day
<p>Working indoors in extremely hot, wet, cold, or poorly ventilated environments:</p> <ul style="list-style-type: none"> I work in a glasswashing facility that has high amounts of heat and humidity all day, every day
<p>Exposure to unpleasant odours:</p> <ul style="list-style-type: none"> I work in the CAF and am exposed to odors from body waste of a variety of animals - I typically work directly with the animals for 5 hours of each day
<p>Poor lighting, strong glare:</p> <ul style="list-style-type: none"> I work in a photo lab dark room for 1 hour a day twice per week
<p>Sustained vibration:</p> <ul style="list-style-type: none"> I work in a lab that uses very large scale equipment including mold presses. When these are operating they cause sustained vibrations in the room. These machines are in operation 2 hrs per week for 8 months out of the year
<p>Exposure to dust, dirt, grease, oil:</p> <ul style="list-style-type: none"> I work with old (pre 1800) library volumes that have dust and mold. I handle these volumes that are located in the special collections 2x a month for 3 hours at a time I work in a machine shop maintaining large scale equipment and must ensure they are greased and oiled appropriately. Spillage occurs frequently
<p>Uncomfortable or confined work space</p> <ul style="list-style-type: none"> I install network wiring for computer hookups and must crawl under desks. I do this for 1 day a month on average
<p>Exposure to loud or irritating noises</p> <ul style="list-style-type: none"> I operate the docutech which is loud. I'm required to wear hearing protection when I operate the machine. I run the machine for 7 hours a day every day of the week.
<p>Exposure to repulsive substances</p> <ul style="list-style-type: none"> I deal with sick students that occasionally vomit. This typically occurs once per month
<p>Requirement to adopt complicated preventive measures</p> <ul style="list-style-type: none"> I must don protective clothing before entering the ante-rooms in the level 3 facility - I must do this 2 x per day
<p>Required to wear protective equipment</p> <ul style="list-style-type: none"> I must wear safety glasses when mixing caustic chemicals. I do this for 10 minutes per week on average.

13. PSYCHOLOGICAL ENVIRONMENT

13.1 The following are sample responses describing stressful conditions that exist in the job.
<p>Difficult situations that involve conflictive, hostile interactions, including verbal abuse and rudeness</p> <ul style="list-style-type: none"> I provide front line reception for my office and visitors are sometimes rude. This happens occasionally.
<p>Emotionally-charged situations that require listening, assistance, or support</p> <ul style="list-style-type: none"> I must deal with upset students and their parents when they find out they haven't been accepted to their program of choice. This happens occasionally, about 1 x per month.
<p>Exposure to threats to personal safety</p> <ul style="list-style-type: none"> I counsel students who may be psychologically distressed and present a danger to themselves or others - this happens about 2x per year
<p>Effects on lifestyle from irregular work hours, frequent overnight travel, or work during evenings or weekends for which no shift premium or other compensatory provisions are provided in the collective agreement, and which is not the result of the voluntary exercise of flexible working hours</p> <ul style="list-style-type: none"> I am frequently travelling to high schools across the province for 3 weeks at a time. This is disruptive to the time I spend with my family
<p>Multiple and/or simultaneous deadlines; unpredictable or urgent assignments; interruptions; performing tasks based on competing requests from more than one source</p> <ul style="list-style-type: none"> I work for 5 faculty members and am required to juggle priorities at grant proposal time to ensure their grants are submitted on time - this happens 2 x per year for about 2 weeks duration each time
<p>Isolated work spaces or lack of appropriate privacy in work spaces</p> <ul style="list-style-type: none"> I must advise students, but do not have a private area to do this. This can be problematic when the student is upset and crying. This happens primarily near the end of term.
<p>Ongoing high volume of work (beyond peak periods)</p> <ul style="list-style-type: none"> I process payroll for the University. This involves a continuous high volume of work to meet deadlines and payroll cutoffs. As soon as the pay goes live, we begin working on the next pay immediately
<p>Situations which involve contact with suffering or cause stress due to unresolvable problems where the incumbent cannot change the outcome</p> <ul style="list-style-type: none"> My research involves working with terminally ill patients
<p>Requirement to remain at work station</p> <ul style="list-style-type: none"> I work in a front-line service department and am required to remain at the work station at all times. If I need to leave, I must ensure a colleague is available to provide backup while I am away.

14. HEALTH AND SAFETY

14.1 The following are sample responses describing the potential hazardous conditions that exist in the job.
<p>Climbing on ladders:</p> <ul style="list-style-type: none">• I must climb on ladders to access and set up research equipment. I'm required to do this twice a day, every day.
<p>Handling machinery with moving parts</p> <ul style="list-style-type: none">• I operate the printing press all day, every day. The press has many moving parts that can crush or trap fingers.
<p>Handling toxic chemicals / biohazards:</p> <ul style="list-style-type: none">• I receive and process the pathogenic waste for shipping. I do this once per day for one hour, every day.
<p>Exposure to infectious diseases</p> <ul style="list-style-type: none">• My research involves working with adenovirus. I wear protective clothing and a respirator and work in a containment hood when dealing with the virus. I work directly with the adenovirus three times per week for one hour at a time.
<p>Exposure to noxious fumes</p> <ul style="list-style-type: none">• I process materials for shipping and am exposed to gas fumes from the trucks when I'm loading the materials onto them. This typically lasts for ½ hour each day.
<p>Physical attacks by others</p> <ul style="list-style-type: none">• I work with mentally unstable patients who very occasionally threaten physical attacks. This typically happens once every three years.
<p>Repetitive movements causing strain</p> <ul style="list-style-type: none">• I enter data into a database for the majority of my work day.
<p>Risk of motor vehicle accident</p> <ul style="list-style-type: none">• I drive a University van to deliver supplies to off-campus sites. I typically spend 2 hours a week driving.
<p>Slip and fall hazards</p> <ul style="list-style-type: none">• I wash cages using a large industrial-sized washer. The floor is often wet and as the room is humid the floor tends to remain wet and slippery. I wear rubber-soled boots to protect from slipping when in this room. I spend about ½ of my day in this environment.

14.2 The following are sample responses describing the safety measures or procedures that have been established to protect from injury or harm.

- I wear safety glasses when mixing caustic chemicals for use in undergraduate labs.
- I wear a lab coat to protect from chemical and biological spills.
- I wear hearing protection when working with the Docutech.

14.3 Samples not provided.

14.4 Samples not provided.