Quick Reference:
Staff Performance Management – Completing the Evaluation Stage

**Special User Notes:** This easy-to-follow quick reference makes preparing your planning stage simple!

**Step I:** Complete the sections that have orange instructional boxes. Earlier, you completed the sections marked X. All fields are free text - the size of the box will not get larger, as more text is entered, however the font size will decrease.

**Step II:** Complete the section in purple – once the employee, supervisor and supervisor’s supervisor have reviewed the planning stage.

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**Evaluation Stage Acknowledgement Section**

Return to this portion to complete this information once the evaluation stage information is input on the remaining pages of the form.

**Note:** The ‘Rating Officer’ is the employee’s direct supervisor; the ‘Reviewer’ is the direct supervisor’s supervisor.

The evaluation should occur at the end of the performance review period. This conversation between the supervisor and employee should be a reflection on the year. It is important that the supervisor reviews the evaluation with their employee to ensure there is transparent communication regarding performance for the review year. Your HR partner is available to assist you in completing an evaluation.

The rating officer and the reviewer should agree and sign the evaluation prior to the employee’s final review and signature.
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**General: Job Functions Section**

During the planning stage, supervisors and employees work to provide information on job functions and success criteria for the year.

**Actual Performance – Part I**

For each job duty listed, select a performance level from the drop down in the top right corner based on actual performance by the employee as it relates directly to the job duty and success criteria defined in the planning stage.

**Actual Performance – Part II**

For each job duty listed, enter the actual performance of the employee for the year that relates directly to the job duty and success criteria defined in the planning stage. Success criteria defined in the planning stage should have included S.M.A.R. T. goals.

- **S** – Specific
- **M** – Measurable
- **A** – Attainable
- **R** – Relevant
- **T** – Time-Bound

Important Note: The supervisor and the employee should discuss the actual performance to gain clear insight on the level of achievement as compared to the ‘Success Criteria’ prior to the final evaluation. Also highly encouraged in the supervisor to gain input from those who the employee worked with in the job duty and objective areas.
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**Evaluation of Added Job Duties**

**Note:** If you added additional job duties in a separate PDF during the planning stage, please enter actual performance and select a performance level for each additional job duty entered.
**Quick Reference:**

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<table>
<thead>
<tr>
<th>Performance Characteristic 1</th>
<th>Performance Characteristic 2</th>
<th>Performance Characteristic 3</th>
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<tbody>
<tr>
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<td><img src="image_url" alt="Image" /></td>
</tr>
</tbody>
</table>

**General: Performance Characteristics Section**

Performance characteristics and their definitions should be directly related to the employee’s job.

**Comments on Performance – Part I**

For each performance characteristic listed, select a performance level from the drop down in the top right corner based on actual performance by the employee as it relates directly to the performance characteristic defined in the planning stage.

**Comments on Performance – Part II**

For each performance characteristic listed, enter comments related to performance of the employee for the year that relates directly to the performance characteristic and its definition created in the planning stage.
Previously, you reviewed the mission and Clemson Forward strategic plan summary provided on this page.

Clemson Forward:

Clemson forward was established to fulfill the university’s vision of “a high-quality of learning” to develop the “natural resources of the State” for the people of South Carolina. Nurtured by an endowment-grant committed, Clemson’s primary purpose is educating undergraduate and graduate students to think deeply about and engage in the social, scientific, economic and personal challenges of our times. The foundation of this mission is the generation, preservation, communication and application of knowledge. The University also is committed to the personal growth of the individual and promotes an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others.

To accomplish that goal, the University’s leadership has developed four strategic priorities for Clemson to become nationally recognized as a leader in the four key areas listed below.

**RESEARCH — REAL IMPACT**

- Clemson will be nationally recognized as a leader in research, consistently ranked among institutions with the highest level of research activity.
- Recruits research mission and increases nationally competitive scholarship and funding in six innovation clusters.
- Grow targeted research investments.
- Raise research expectations and reward research excellence.

**ENGAGEMENT — REAL EXPERIENCE**

- Clemson will continue to be recognized as a leader in engagement, encompassing student engagement, community outreach and public-private partnerships.
- Build a campus-wide global engagement infrastructure. Increase opportunities for students to interact across cultures and national boundaries.
- Foster evidence-based academic engagement.
- Enhance engagement opportunities across academic affairs and student affairs.
- Leverage innovation campuses and research centers to support community engagement and economic development in South Carolina.

**ACADEMIC CORE — REAL INTELLECT**

- Clemson will protect and strengthen the academic core, ensuring that it remains perennially ranked among the nation’s top public universities.
- Re-envision general education.
- Build interdisciplinary capacity to meet the needs of the future.
- Increase the number of high-quality, nationally prominent graduate programs — This includes competitive financial packages and enhancements to the graduate student living and learning environment.
- Professionalize academic advising and curriculum resources, and enhance early-warning systems to identify any student whose retention and graduation is in jeopardy. Facilitate academic program choices and career preparation.

**LIVING — REAL FAMILY**

- Clemson will enhance the living environment to make the University an outstanding place to live, learn and work while also increasing diversity and a climate of inclusive excellence.
- Increase diversity in the student body, as well as among faculty and staff. Recruit and retain top talent from all racial groups and socioeconomic backgrounds, with specific focus on underrepresented minorities.
- Foster a climate of diversity, inclusion, and respect.
- Load the nation in rewarding top performance and advancing workplace quality of life.

Administrative and support units may also find ways to align with Clemson Forward through their responsibilities for one of four key areas:

- College Reorganization - To enhance the academic learning and working environment.
- Strategic Revenue Growth - Manage enrollment, legislative and development priorities while enhancing entrepreneurial activities, operational efficiencies and revenue allocation to support Clemson Forward priorities.
- Building Futures - Build new state-of-the-art facilities, renovate aging structures and create multi-function spaces that provide a vibrant academic, research, student life and work environment.
- Accountability and Leadership - Prudently manage resources, focus on impact rather than activity, clearly identify ownership of key initiatives and provide transparency through regular reporting to University leaders, Board of Trustees and the campus community.
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**General: Employee Objectives in Support of Clemson Forward Section**
During the planning stage, you identified strategic priorities that were:
- be directly related to the employee’s job, and
- support stated ClemsonForward initiatives.

**Review Performance Level – Part I**
For each strategic priority listed that this employee supports, select a performance level from the drop down in the top right corner based on actual performance by the employee as it relates directly to the strategic priority supported and its success criteria defined in the planning stage.

**Actual Performance – Part II**
For each strategic priority listed that this employee supports, enter actual performance of the employee for the year that relates directly to the strategic priority supported and its success criteria defined in the planning stage. Provide evaluation based on S.M.A.R.T. goals:

- **S** – Specific
- **M** – Measurable
- **A** – Attainable
- **R** – Relevant
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General: Additional Objectives Section
This section is optional. These additional objectives can relate to performance improvement, professional development, support of ClemsonForward, or support a departmental objective.

Enter Performance Level on Additional Objectives
Select a performance level from the drop down in the top right corner based on actual performance by the employee as it relates directly to the optional objective and its success criteria defined in the planning stage.

Enter Actual Performance on Additional Objectives
For each optional additional objective, enter actual performance of the employee for the year that relates directly to the optional objective and its success criteria defined in the planning stage. Provide your evaluation using S.M.A.R.T. goals:

S – Specific
M – Measurable
A – Attainable
R – Relevant
T – Time-Bound
Enter Summary and Improvement Plan

This is an opportunity to provide an overview of the employee’s performance as it relates to all elements of the evaluation form for year in review as well as to focus the employee on improvement areas for the next review year.

Appraisal Results Section

Select an appraisal result. Note: The result should correlate to the overall performance of the employee for the year based on expectations defined in the planning stage.

Now that you have completed this section, return to the first page of the form to complete the Evaluation Stage Acknowledgement Section.