

CONGRESS TO CAMPUS PROGRAM

Report to the Annual Meeting of the
U. S. Association of Former Members of Congress
May 15, 2003

Introduction

The Congress to Campus Program is designed to address several aspects of the civic learning and engagement deficit among the country's college-age young people, combining traditional educational content with a strong message about public service. The Program sends bipartisan pairs of former Members of Congress - one Democrat and one Republican - to visit college, university and community college campuses around the country. Over the course of each visit, the Members conduct classes, hold community forums, meet informally with students and faculty, visit high schools and civic organizations, and do interviews and talk show appearances with local press and media.

In the summer of 2002, the Board of Directors of the U. S. Association of Former Members of Congress (USAFMC) engaged the Center for Democracy & Citizenship (CDC) at the Council for Excellence in Government to help manage the Congress to Campus Program (Program) in partnership with the Stennis Center for Public Service (Stennis). CDC and Stennis, with the blessing of the USAFMC, agreed to undertake a number of initiatives to greatly increase the number of campuses hosting Program visits each year, expand the pool of former Members of Congress available for campus visits, develop new sources of funding, raise the profile of the Program and its message in the public and academic community, and devise methods of measuring the impact of the program at host institutions. [See Attachment 1 - *Program Description*.]

Increased Quantity and Quality of Program Visits

In the 2002-2003 academic year, the Program sponsored visits to eighteen schools around the country - double the number for the 2001-2002 academic year. [See Attachment 2 - *Roster of '02-'03 Academic Year Visits & Participants*.] These visits took former Members to universities, service academies, colleges and community colleges in fifteen different states.

This year is the first of a two-year expansion of the program. The goal is to have fifty Congress to Campus school visits in the 2003-2004 academic year and the years thereafter. This is probably near the limit the Program can sustain with available Member participation, staff support and funding. While this is an ambitious undertaking, at this early date over thirty schools have already signed up to host a 2003-2004 Congress to Campus visit or are engaged in serious discussions with staff about sponsoring a visit. [See Attachment 3 - *Preliminary Roster for '03-'04 Academic Year Visits*.]

In addition to an increase in number of visits, each school visit now lasts longer - typically two to two-and-a-half days. This enables a greater range and depth of activities by Members and means that the considerable investment in the logistical arrangements for each trip results in more productive time on campus.

The Program asks host schools to insure contact with at least 250 students over the course of a visit, and that number is usually greatly exceeded. For the past academic year, approximately 6000 students heard Members' unique story about representative democracy and their special call to public service

A draft schedule of events is prepared in advance of each campus visit and reviewed by staff to assure variety as well as the substance. There is a conference call before each trip with Members and the responsible campus contact person to review the revised schedule and iron out any remaining problems. Members also receive CRS briefing materials on current issues and background information on government service opportunities prior to each visit.

Recruiting Member Volunteers for Campus Visits

The success of the Program obviously depends on Members' participation. With travel back and forth, Members end up devoting three or more days to each campus visit. That is a priceless contribution of an extremely valuable resource.

All members of the USAFMC were sent a survey last summer to solicit information regarding their availability for and interest in a Program campus visit. Using responses to these surveys and direct contact with a number of former Members, CDC developed a pool of nearly one hundred available former Members, and some thirty-six participated in visits this year. A "bench" of one hundred was certainly deep enough to fill the openings during the current academic year, but many more will be needed to meet the demands of the expanded schedule for 2003-2004 and beyond. All USAFMC members are encouraged to complete and return the survey they will receive in a few weeks and then to be ready to accept assignments to one of the fine institutions of higher education the program will serve next year.

New Funding Sources

Expanding the Congress to Campus Program required finding sources of funds in addition to the generous contribution of money and staff time made each year by the Stennis Center for Public Service. Several organizations agreed to help fund the program through most of next academic year. In addition to Stennis, the Pew Charitable Trusts, the Carnegie Corporation of New York, and the National Cable & Telecommunications Association (NCTA) have contributed substantially to the Program. [See Attachment 4 - *Funding and Contributions*.]

Host schools have always been expected to cover the cost of Members' on-site accommodations and travel. For the first time this year, host institutions were also asked to make a contribution to cover a portion of the cost of administering the Program. A suggested amount of contribution is determined by a sliding-scale based on an institution's expenditures per pupil [see Attachment 5 - *Application Form*], and a waiver is available to schools that are not able to pay the scale amount. Several schools received a full or partial waiver in 2002-2003, and several other schools had been accepted for Program visits before the contribution system was put in place. Still, school contributions produced several thousand dollars in support of the program. [See Attachment 4.] All host institutions will be asked to contribute in 2003-2004, subject to the ability-to-pay waiver.

The expansion of the Program - clearly justified by the interest expressed by schools seeking to host a first or a repeat visit and by the assessment of its positive effects (see below) - will require a significant further increase in funding.

Program Outreach and Publicity

The increased number of institutions hosting and applying to host a Congress to Campus visit is the result of an aggressive outreach effort. Association leadership and numerous former Members, as well as staff at CDC and Stennis, have made many personal contacts on behalf of the Program. In addition, there has been a sustained, large-scale promotional effort over the past nine months.

Articles about the Program have appeared in the newsletters of the Political Organizations & Parties Section of the American Political Science Association (APSA) and the Federal Relations section of the American Association of Universities. CDC Executive Director and former Member David Skaggs made presentations in behalf of Congress to Campus to the APSA at its August, 2002, meeting in Boston, and will do so again in August, 2003, in Philadelphia. William "Brother" Rogers, Assistant Director for Programs at Stennis, promoted the program at the 2002 annual meeting of the National Associations of Schools of Public Affairs and Administration in Los Angeles. Informational material has been emailed directly to the Chairs of all relevant APSA Sections, all members of the APSA Legislative Studies Section, as well as to many other college and university contacts.

In addition, NCTA arranged for a short interview about the Program with David Skaggs. That interview has been distributed by Comcast Cable and aired by various Comcast outlets after CNN Headline News at the bottom of the hour.

In the past, local and campus press and media have often covered Congress to Campus school visits. In addition to continuing that coverage, the Program encourages each host institution to make commercial print and broadcast media interviews a part of each Congress to Campus visit's schedule. The Program also is working with the NCTA to make available for cable broadcast many of the scheduled campus events. While this effort is in its early stages, local television has broadcast events from at least two Congress to Campus visits this year.

Measuring the Program's Impact

Over the years, anecdotal information has tended to validate the basic premise of the Congress the Campus Program - that these visits by former Members of Congress positively affects students' views of public service and government officials. To meet funders' requirements to demonstrate efficacy, and to try to confirm this anecdotal information, the Program this year asked host schools to have students complete one-page surveys. The surveys elicit students' views on public service careers and feelings about different categories of public officials and are to be completed by a group of students who attended sessions with the former Members and by a control group of similar students who did not have contact with the former Members.

While all schools hosting a visit this year did not return the surveys, the data that is available from

several schools shows that the underlying goals of the Congress to Campus program are sound. Those students who have contact with former Members during their Congress to Campus visits have a measurably more favorable view of public servants and of public service as a career option than similar students who do not have the opportunity to interact with the visiting former Members. [See Attachment 6 - *Student Survey Results*.] Program staff are still processing survey data, and it has not yet received a rigorous statistical analysis. However, it appears from a preliminary analysis that even the relatively brief time Members have with most of the surveyed students produces a consistent, measurable and positive effect on their attitudes when compared to the views of students at the same schools who did not have a chance to participate.

The Program also requests the principal contact at each sponsoring school to submit an evaluation of the visit. We receive valuable feedback on various aspects of each visit and try to incorporate lessons learned and helpful suggestions in the on-going effort to improve the Program. The best indication of satisfaction with the Program is the fact that every school visited this year has said it wants to do a Congress to Campus Program visit again.

Likewise, Members complete evaluations of their experience. These, too, are the source of constructive counsel and have been quite positive. It is clear that Members generally want a challenging schedule that puts them back in "campaign mode."

Conclusion

The Program has made significant progress toward achieving its new goals. The number of campus visits has been increased 100% this year and is well on its way to a 200% increase over that for the 2003-2004 academic year. While Program funding remains a matter requiring attention, important sources of additional funding for the program have emerged during the 2002-2003 academic year. Efforts to raise the public profile of the Program have met with some success, but are still in the early stages. Finally, preliminary objective data collected this year supports the basic premise of the Congress to Campus Program: that campus visits by Members are effective in raising interest in public service careers and in improving attitudes about public officials among the students who participate in Program events.

Congress to Campus Program
The United States Association of Former Members of Congress
in partnership with



PROGRAM DESCRIPTION

The Congress to Campus Program was founded by the U. S. Association of Former Members of Congress Association in 1976 and reaches a wide audience of students, faculty and college communities with its unique story about representative democracy and its special call to public service. Over the years, the Association has entered into strategic alliances with the Stennis Center for Public Service (1996) and the Center for Democracy & Citizenship (2002) to strengthen and expand the Program.

Democratic government in the United States depends on an educated citizenry and on a stock of well-informed leaders who are willing and able to fill the many elected and appointed positions at all levels of government. Much has been said and written lately concerning the unhappy state of civic literacy among America's young people. With the drop in participation in politics and voting even among the college-educated portion of the young adults, not only is the breadth and depth of the electorate in decline, but the source of informed leaders for the future is in some jeopardy.

The Congress to Campus Program is designed to address several aspects of the civic learning and engagement deficit among the country's college-age young people, combining traditional educational content with a strong message about public service. The Program sends bipartisan pairs of former Members of Congress - one Democrat and one Republican - to visit college, university and community college campuses around the country. Over the course of two-and-a-half days, the Members conduct classes, hold community forums, meet informally with students and faculty, visit high schools and civic organizations, and do interviews and talk show appearances with local press and media.

The Program provides a distinctive and powerful means to educate the next generation about American government, politics and public affairs. The sponsoring school is expected to develop a schedule of events for each visit (with guidance from Program staff), cover on-site costs, and contribute to general program costs (adjusted to reflect the school's financial resources). The Members provide solid content, discussing how Congress and the government *really* work and relating their experiences as candidates and politicians, all combined with an appeal to public service and an important message about bipartisan cooperation.

Typically, the visiting Members will share their real life experiences of both achievement and occasional frustration - bringing to life for their young audiences the theory and the practice of

democracy and explaining the sometimes arcane ways of Congress and Washington. They present a living, bipartisan demonstration of what ought to typify our representative system: decent people with different points of view, who are able to discuss constructive ways to work through their differences to solve public problems. They give students and faculty an authentic and candid “insiders” look at the workings of American government and politics. This is a story of government and politics - positive but not unblemished - told in the compelling voice of those who have lived out the democracy’s promise and met its challenges in the tough world of national politics.

In addition to these educational objectives, the former Members use the campus visits to inspire and encourage students to consider public service and government careers. With the imminent retirement of a large portion of the civil service at the federal level and in many of the states, the recruitment of talented young people is critical. For each campus visit, the former Members receive packets with briefing materials on current issues of particular interest to students, suggestions about how most effectively to promote public service careers, and public service career information for distribution to interested students.

We are seeking to expand the number of schools hosting Program visits, with quality control to insure that Members and the host schools enjoy a substantive, worthwhile experience. In each instance, the Center will work with the host school to provide advice about the kinds of activities to schedule, to coordinate arrangements, and to review the schedule and program content. We systematically review the experience from each visit to distill lessons learned that can improve the planning and execution of subsequent visits.

Past campus visits have always received good reviews. We would also like to develop quantitative data to determine the impact of the Program. In order to do so, the Program expects the sponsoring faculty at each host school to administer a simple questionnaire. By surveying a sample of students who participate in the Program’s campus activities and a sample of comparable students who do not, we hope to get a better idea of the Program’s effectiveness.

The U. S. Association of Former Members of Congress is a nonprofit organization chartered by the Congress of the United States. It “seeks to promote the improved public understanding of the Congress as an institution and representative democracy as a system of government.” The Stennis Center for Public Service is an organization established by law as an entity of the Congress and has been the Association’s partner in managing the Program since 1996. The Association recently engaged the Center for Democracy & Citizenship to manage the Program in partnership with Stennis; it is part of the Council for Excellence in Government, a qualified 501(c)(3) organization.

For additional information contact former Congressman David Skaggs, Executive Director, Center for Democracy & Citizenship, 1301 K Street NW Suite 450 West, Washington DC 20005; 202-728-0418, dsdaggs@excelgov.org, or Brother Rogers, Assistant Director for Programs, Stennis Center for Public Service, Box 9629, Mississippi MS 39762; 662-325-8409; brother@stennis.gov.

Congress to Campus Program
The United States Association of Former Members of Congress

ROSTER OF '02 -'03 ACADEMIC YEAR VISITS AND PARTICIPANTS

Northern Arizona University, October 8 -10, 2002

Democrat: *Karen English (AZ)*

Republican: *Jack Buechner (MO)*

UNC-Asheville/Asheville-Buncombe Community College, October 16 -18, 2002

Republican: *Bob Daniel (VA)*

Democrat: *Earl Hutto (FL)*

Central Michigan University, October 29 - 31, 2002

Democrat: *Sam Coppersmith (AZ)*

Republican: *Ed Derwinski (IL)*

Sandhills Community College, November 12 - 14, 2002

Republican: *Bill Barrett (NE)*

Democrat: *Norm D'Amours (NH)*

University of Northern Florida, February 10-12

Democrat: *Ken Hechler (WV)*

Republican: *Barber Conable (NY)*

University of Georgia, February 17-19 (postponed due to snow)

Republican: *Orval Hanson (ID)*

Democrat: *Bob Carr (MI)*

U.S. Naval Academy, February 25-26

Democrat: *Ron Mazzoli (KY)*

Republican: *Stan Parris (VA)*

Emory University , March 18-20

Republican: *Steve Kuykendall (CA)*

Democrat: *Andy Jacobs (IN)*

Ball State University, March 27-29

Democrat: *Harold Volkmer (MO)*

Republican: *Bill Zeff (NH)*

Abilene Christian University, March 31- April 2

Republican: *George Wortley (NY)*

Democrat: *David Minge (MN)*

Mississippi State University, March 31 - April 2

Democrat: *David Skaggs (CO)*

Republican: *Dan Miller (FL)*

U. S. Coast Guard Academy, March 31 - April 2

Republican: *Lou Frey (FL)*

Democrat: *Jerry Patterson (CA)*

Wellesley College, April 8-10

Democrat: *Liz Patterson (SC)*

Republican: *Jan Meyers (KS)*

University of Utah, April 14-16

Republican: *Barry Goldwater, Jr. (AZ)*

Democrat: *Jim Lloyd (CA)*

Albany (Ga.) State University, April 15-17

Democrat: *Barbara-Rose Collins (MI)*

Republican: *Mike Parker (MS)*

University of Nebraska-Omaha, April 16-18

Republican: *Greg Laughlin (TX)*

Democrat: *Jim Bilbray (NV)*

University of Colorado-Boulder, April 21-23

Democrat: *Bev Byron (MD)*

Republican: *Barbara Vucanovich (NV)*

Truman Scholars: Jewell College, May 19-21, 2003

Republican: *Denny Smith (OR)*

Democrat: *Martha Keys (KS)*

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PRELIMINARY ROSTER FOR '03-04 ACADEMIC YEAR VISITS

Wesleyan University	Fall, 2003
Portland State University	Fall, 2003
Bowling Green State University	September, 2003
University of Georgia	October, 2003
Dartmouth College	October, 2003
McDaniel College	October, 2003
SUNY Albany	October 28 - 30, 2003
Eastern Michigan University	November, 2003
Denison University	Late February or Early April, 2004
University of South Florida	February, 2004
Syracuse University	Spring, 2004
U.S. Naval Academy	Spring, 2004
University of West Virginia	Spring, 2004
University of Akron	TBD
University of Maine	TBD
Purdue University	TBD
Baker College	TBD
Allegheny College	TBD

The following institutions have expressed serious interest a visit and are at various stages of consideration: Baylor University, Florida A&M, Goucher College, North Carolina State University, Oklahoma Baptist University, Oklahoma State University, Princeton University, Samford University, Savannah State University, University of Rhode Island, University of Scranton, University of Southern California, the USDA Graduate School, Washington University, Washington State University, and Western Kentucky University.

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Funding and Contributions

The Pew Charitable Trusts	\$50,000
The Carnegie Corporation of NY	\$25,000
National Cable & Telecommunications Association (Cable in the Classroom)	\$20,000
Stennis Center for Public Service	\$10,000*
Contributions from Host Schools	\$7,000
Abilene Christian University	
Emory University	
University of Nebraska-Omaha	
U.S. Coast Guard Academy	
U.S. Naval Academy	
Wellesley College	
Total Program Contributions	\$112,000

* In addition to significant amounts of the staff time of William "Brother" Rogers.

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Application for Congress to Campus Visit

Please complete this form (you may include attachments as needed) and email, fax or mail to
Congressman David Skaggs
Center for Democracy & Citizenship
1301 K Street NW, Suite 450 West
Washington DC 20005
Fax: 202-728-0422 Email: dskaggs@excelgov.org

Name of Institution _____

Address _____

Sponsoring Department _____

Responsible Contact Person _____

[This individual must have authority to act for the host school regarding all arrangements and aspects of the visit.]

Address _____

Email _____ Fax _____ Phone _____

Submitted by _____ Date: _____
[signature]

Background on Institution [founding; governance; accreditations; degrees offered; student body size and characteristics; faculty size and characteristics; geographic area served; religious affiliation; endowment; if this information is readily available on your website, please just provide the address for the website.] (Attach additional sheet, if needed.)

Please check those activities from the following list you expect tentatively to be able to include in the Members' schedules if your application for a visit is approved.

1. Introductory classes in political science or U. S. government [Please try to avoid multiple appearances in different sections of the same course.]
2. Advanced classes in political science or U. S. government, including courses in the Congress, political theory or foreign affairs
3. Classes in political philosophy or history*
4. Classes in other disciplines [e.g., health, science, engineering, environment] for students who may be interested in public service careers or who simply need a better grounding in American government[□]
5. ROTC classes
6. One-on-one or "office hours" style meetings with individual students interested in public service or political careers
7. Campus political clubs, e.g., Campus Democrats and Young Republicans
8. Campus extracurricular activities or clubs with some public policy dimension, e.g., an environmental or international relations club
9. Campus speaker series or open campus forum
10. Meeting with student government organization or leadership
11. Meetings with school president, chancellor, dean or other senior administrator
12. Meeting with career counseling staff regarding public service
13. Faculty departmental colloquium
14. Interview with campus newspaper(s) and radio station
15. Interview with local newspaper(s) and editorial board(s)
16. Interview or talk show appearance with local radio station(s)
17. Interview or talk show appearance with local TV station(s)
18. Meeting with community service organization(s), e.g., Rotary, Lions, League of Women Voters
19. Community talk or forum, e.g., "town hall" type meeting at a public library
20. Class visits or assembly at local high school
21. Major federal government installation or major private sector employer near campus able to

host a session with a significant number of employees

22. Meeting with local government officials, e.g., appearance at City Council or County Board session or meet with state legislators

23. Other (specify) _____

24. Other (specify) _____

While it is not possible to include all the activities suggested above, the schedule for each visit should include a good variety of activities and not be limited only to classes. Please include at least one class from outside the political science (or government studies) department. Visits typically cover 2.5 days, following Members' arrival the previous evening, with events and activities scheduled from 8 or 9 AM until (as late as) 9 PM, including (some) meal times. Please attach a proposed schedule for your school visit, comprised of two full days and a morning, incorporating the elements tentatively checked above. Please indicate, as appropriate, the number of students expected to attend each proposed event or activity. (The Program seeks both quality and quantity in these visits. One goal is to have contact with a minimum of 250 students over the course of the visit.) For each 4 or 5 hours of scheduled time, up to an hour of "down" time may be set aside.

If your application is approved, you will need to submit a complete schedule for the visit at least one month prior to the visit; this is a critical deadline. For class presentations, the instructor for the course should provide brief written guidance to the Members in advance of the visit about what they should discuss during the class period and how it fits in the overall context of the course (a copy of the course syllabus is helpful in this regard). Program staff may request revisions to the schedule if necessary to meet Program standards. Campus tours and other touring in the area are secondary to the academic and community education objectives of the Program and should not be considered as part of the Program schedule.

Preferred dates for a visit that fit your academic calendar. _____

Transportation: nearest airport; distance from campus; means of transportation to campus. _____

Other considerations that make your school a good site for the Program. _____

The host school is expected to cover the on-site expenses for Member accommodations, meals and local transportation. Please understand that the average Congress to Campus visit also entails about \$5000 in administrative, overhead and transportation expenses. In order to make the Program as widely available as possible, we would also like to recover a portion of those costs, based on the host school's ability to pay. Please indicate the financial category applicable to your institution from the following schedule.

Host School Suggested Contribution

Category	Current expenditures per "full-time" student*	Suggested contribution
A	\$30,000 or more	\$3000
B	\$20,000 to \$29,999	\$2000
C	\$10,000 to \$19,999	\$1000
D	\$9999 or less	\$500

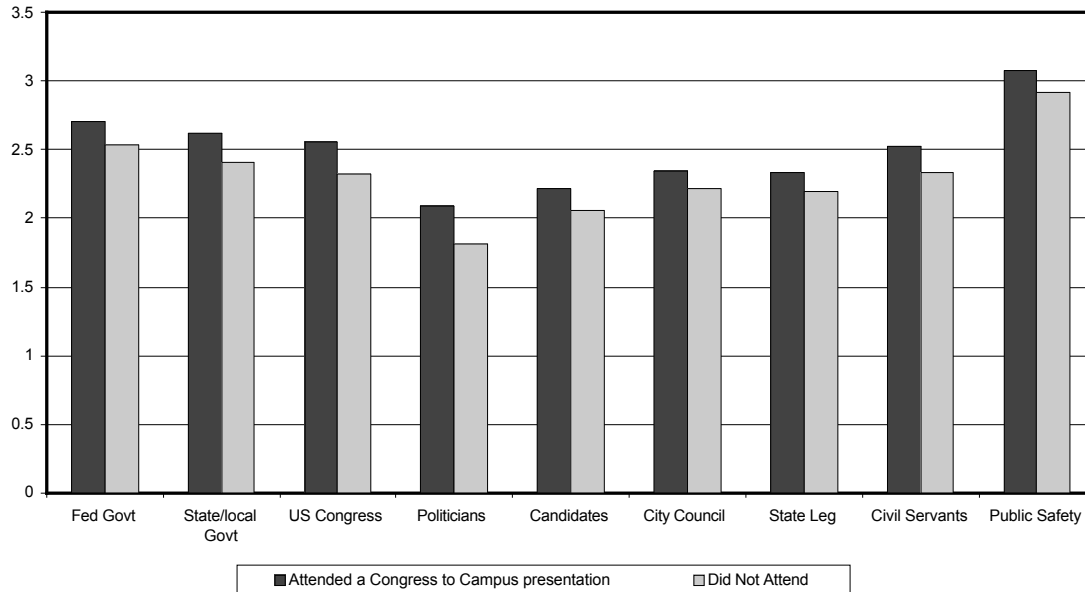
We do not want this cost-sharing goal to prevent any school that wishes to host a visit from doing so. With that in mind, do you need a waiver of all or part of the applicable contribution, and, if so, do you also need assistance with on-site costs? ____ (If 'yes,' please attach an explanation and statement of need signed by an appropriate financial officer of the school.)

Where or how did you learn about the Congress to Campus Program? _____

Note: The host school contact person will be responsible for identifying faculty members who will assist in administering a brief survey instrument to be completed after the Congress to Campus visit by a sample of students in classes visited by Members and by an otherwise comparable sample of students in classes *not* visited. The purpose of this survey is to determine any difference (change) in attitude about politics, government and public service in one group compared to the other, and so to indicate the impact of the visit on student attitudes. In addition, the host school contact person will be expected to complete an evaluation of the visit and to report on print and electronic media coverage of the visit, the expenses paid by the school in connection with the program visit, and the student attendance at each event on the schedule.

FEELINGS ABOUT GOVERNMENT OFFICIALS

Please indicate your feelings, from 1 (very unfavorable), 2 (unfavorable), 3 (OK/neut), 4 (favorable), to 5 (very favorable), about each of the following.



CAREER OPTIONS

Please rate how you feel personally about each of the following career categories as an option yourself, from 1 (very unfavorable), 2 (unfavorable), 3 (OK/neutral), 4 (favorable), to 5 (very favorable).

