

WRITERS' & EDITORS' ACKNOWLEDGMENTS

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Michael G. Cartwright's Acknowledgments: More than perhaps any other project that I have undertaken, the task of collecting narratives of "Education for Service" for use in first-year programs at the University of Indianapolis has generated debts of gratitude that are quite extensive.

I begin by thanking Christopher Coble, program officer in the Religion Division at Lilly Endowment for the \$1.49 million grant that has made *The Crossings Project* possible, and in turn has generated the opportunity to work on this book. President Jerry Israel supported this venture even when others questioned the wisdom of doing it. During the final year of the project, President Beverley Pitts has expressed her appreciation and support for this venture. Former Provost Everette Freeman and

Interim Provost Mary Moore also were supportive of this effort and offered their own counsel and suggestions at various points. I would also like to take this opportunity to thank Mary Moore for her earlier support of my efforts to found an ecumenical center for Christian vocations on this campus.

Members of the Steering Committee (see list below) of *The Crossings Project* began working on this project in the fall of 2002. At that time, we had hoped to complete the project in two years. As it has turned out, it has taken the greater part of four years. I am grateful for their perseverance in the midst of an evolving adventure. The Steering Committee convened a sub-committee to advise me in this venture.

Initially, I sought the counsel of University historian, Emeritus Professor Frederick Hill and Provost Emeritus Lynn R. Youngblood. Later, I assembled an "Narratives of Education for Service Advisory Committee" to help me make judgments as we proceeded. When it became clear that we would not be able to meet our original deadline, this group helped me determine how to produce a shorter text that would provide samples of the kinds of faculty, alumni, and student narratives that we were collecting.

After distributing a "premier issue" of *Profiles in Service* in August 2004, we received additional suggestions from faculty, staff, and students of the University of Indianapolis, at least some of which we have been able to incorporate in this book-length version of *Profiles in Service*. Although we have not been able to include all the narratives that we have collected in this volume, we are grateful for the wider input that we have received, and we are glad to be able to offer the *Online Narratives of Education for Service* as a resource for use by the faculty, staff, students and alumni of the University of Indianapolis.

Along the way, we have learned a great deal about the saga of "Education for Service." Thanks to Dr. Jim Fuller (History & Political Science Department) and Rebecca Blair '80, we were able to gather an initial set of narratives that gave us a basis with which

to work. Later, Dr. Blair and I gathered additional narratives, and then copyedited the texts that Dr. Fuller had produced. Near the end of the process of gathering narratives, Kevin Corn and Jim Fuller helped me determine that we needed to commission more "first-person narratives," which made it possible for us to provide a more representative group of narratives.

We are also grateful to acknowledge the contribution of James Brunnemer, who has permitted us to excerpt material about Dr. Moses Musa Mahoi, and Dr. Henry Martinez, from *Distinction Without Pretension* (2003), Brunnemer's memoir about Indiana Central University and the University of Indianapolis.

I have also been gratified to see how many alumni and current faculty and staff of the University of Indianapolis have been willing to assist with this project. At the risk of leaving someone out who may have contributed to this project, I would like to thank the following persons: Lucy (Brown) Alexander, Paul Alexander, Susan Barhan, Mark Bailey, Sandy Baughn, Everette Beasley, Ann Cory Bretz, Harold Bretz, Matthew Brock, Robert Brooker, Roberta Brooker (daughter of Robert Brooker), Keith Brown, Lang Brownlee, Peter Buck, Mary Busch, Donald Carmony, Herb Cassel, Abuna Elias Chacour, Hilary Conklin, Betty Crowe, Laurel Curtis, Phoebe Daroyanni, Joann Domb, Nancy Finch, Jennifer Fogo, Alice Friman, Charles Guthrie, Frederick D. Hill, Evan Hill, Bruce Hilton, David Hilton, Donald "Sam" Hilton, Bill Howard, Mary Luke Jones, Frances Kantner, Sam Kegerreis, Frances Kantner, William Kiesel, Cheryl Catlin Larson, Phylis Lan Lin, Gene Lausch, Nancy Meyer, Paul Milhous, Robert and Luella McBride, Marlene O'Dell, Toni Peabody, Patty Poehler, Kristina Russell, H. Wayne Smith, Jerry Steadham, Laura Steed, Phil Stenger (grandson of J. T. and Alva Button Roberts), Diouheratou Traore, Shirley Turley (daughter-in-law of Roy Turley), Flora Valentine, Pauline Vermillion, Mike Watkins, John Young and Lynn R. Youngblood.

Three student assistants—Ms. Laura Davies '07, Ms. Hannah Corbin '06 and Mr. Joey Beutel '07—worked on this project over the past three academic years. Although Ms. Lois Stead's responsibilities did not directly pertain to this particular initiative of *The Crossings Project*, she contributed a great deal through her courteous communications and hospitable presence in the Office of Ecumenical & Interfaith Programs. My colleagues, Co-Chaplain Jennifer Horner O.S.B., and Co-Chaplain Lang Brownlee have encouraged me as well as provided helpful advice at key points over the past four years.

Christine Guyonneau has been very responsive to the variety of requests that I have made for materials from the University Archives at various times over the past three years. Amber Weishaar has helped to set up the *Online Narratives of Education for Service* as well as provided counsel at various points about the Web page for *The Crossings Project*.

Over the ten years that I have worked at the University of Indianapolis, I have benefited greatly from the good work that is done by colleagues throughout the University. That is perhaps even truer of the staff of the University's Office of Publications. They have worked diligently on this project in the midst of dealing with many other responsibilities. I conclude by saying a heartfelt thanks to Jeannine Allen, Peter Noot, and Jen Huber, three colleagues who do a superb job in everything that they do for this University. Jeannine has done a wonderful job of designing the layout of the texts that we have collected. Jen wrote most of the short narratives about students and young alumni that we have paired with the longer narratives, and she proofread the entire manuscript, for which I am very grateful.

Finally, I am grateful to my coauthors who sacrificed their own time at various points over the past three years to bring this project to creation. Jim Fuller's energetic work during the first year produced a set of narratives to which Rebecca Blair added more texts to complement those initially gathered. I am very grateful to have had the opportunity to work with these friends and colleagues. Both of them have provided feedback at several points—including calling particular errors to my attention. I take responsibility for any remaining errors.

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