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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 “Narrratives 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.

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