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My position as Loyola's pre-health advisor, an affiliate professor, and director of the university's pre-health programs, such as Baltimore Health Immersion, a summer program, and Health Outreach Baltimore at Mercy Medical Center, have given me an opportunity to serve through a variety of roles. Some of my roles are very practical, some administrative and organizational, some theoretical and strategic. Together with students, colleagues, and community partners, I strive to create needed programs that get the right people to the right place at the right time. I believe that efficient and efficacious operations are the key to true social justice.

A sense of urgency and a hunger for results, commonly associated with the world of commerce, is equally needed in the area of social justice. Still, the role that I see as my greatest privilege and highest form of service is that of an educator. The fruits of this labor of love take often years, even decades, to ripen. I am aware that I am not alone among professors who see it as their most prized honor to guide students toward knowledge that is broader than any immediate need and more enduring than any particular

circumstance. My theology classes on religions and public health are data driven, medically conceptual, and set against a backdrop of historical analysis. For instance, my service-learning class, Urban Health and Faith, through which more than one hundred and fifty students have served in Baltimore neighborhoods, looks at Baltimore against the backdrop of many variations of American and global urban diversity, including the historical development of American cities through European immigrants from predominantly Catholic countries. My pre-health advising sessions rest on the same foundation; they are numbers driven, aimed to help a student reach his or her best potential through a clear understanding of the big picture and one's unique place in it. It is not uncommon for me to encourage a student to strive for his or her absolutely highest, long-term, potential as a form of civic duty, not merely as a personal goal. In the same fashion, the immersion and outreach programs that I lead set a clear expectation concerning the value of measured performance and long-term outcomes for the clients and students. Action is not the ultimate outcome, but meaningful, efficient, and sustained impact is. In the realm of education the best form of common good is not depleted or exhausted in one type of action but can be applied to a variety of circumstances, over a lifetime and beyond.