

at enhancing the quality of postsecondary education in Maryland.

EQUAL EDUCATIONAL OPPORTUNITY

The State Board for Higher Education is responsible for coordinating and monitoring the implementation of the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the States*. As part of its efforts to carry out this broad responsibility, the Board collects, compiles, analyzes, and disseminates data related to desegregation in the State. The results of these efforts are published each year in the form of an *Annual Desegregation Status Report*, which consists primarily of data collected by institutions and segment boards, and a *Midyear Desegregation Status Report*, which provides a narrative evaluation of desegregation activities throughout the State.

Through the use of Desegregation Impact Statements, the Board reviews all new degree programs and facilities for their potential effect on the State's desegregation efforts. The Board also conducts studies on specific areas of concern, such as the retention and progression of students by race and the impact of academic program offerings on the racial composition of student enrollments.

The Board administers a variety of programs designed to enhance desegregation efforts. These include: the Other Race Grants Program for Graduate and Professional School Students, the Minority/Other Race Internship Program, and the Central Placement Bureau.

SPECIAL PROGRAMS AND COMMUNITY SERVICE

The Board maintains public awareness of activities in postsecondary education through the publication of a newsletter entitled *Record*; through news releases to newspapers and to radio and television stations; and through the publication of numerous documents, including its *Admissions and Financial Aid Information* manual and *Directory of Public and Private Postsecondary Institutions*. In order to benefit from the advice of students, faculty, and other groups in the State's postsecondary education community, the Board appoints advisory committees composed of faculty, students, and citizens to develop recommendations on specific areas of concern.

MARYLAND FIRE-RESCUE EDUCATION AND TRAINING COMMISSION

Chairperson: Charles W. Riley, 1983

Thomas J. Baginski, 1981; Robert J. Smith, 1981; W. Newton Carey, 1982; J. Donald Mooney, 1982; Frederick R. Seibel III, 1982; Warren E. Isman, 1983; Peter J. O'Connor, Jr., 1983; Elwood H. Banister, 1984; Harry Devlin, 1984; Elizabeth Scanlan, 1984.

Chapter 682, Acts of 1976, established within the State Board for Higher Education the Maryland Fire-Rescue Education and Training Commission. The Commission reports to and is subject to the authority of the Commissioner of Higher Education. The Commission consists of eleven members appointed by the Governor with the advice and consent of the Senate.

The Fire-Rescue Education and Training Commission is responsible for developing standards for fire-rescue education programs and procedures for the accreditation of instructors and schools involved in these programs. The Commission develops and maintains a statewide master plan for the purpose of coordinating all emergency services training courses and activities in Maryland. In support of its other activities, the Commission collects and disseminates data and reviews research relevant to fire-rescue education. The Commission prepares an annual report that describes its activities and sets forth its recommendations for improvements in emergency services education. The Commission's activities are carried out in cooperation with the University of Maryland and other schools engaged in training fire-rescue personnel in the State (Code Education Article, secs. 12-113).

ADVISORY COUNCIL TO THE BOARD OF PUBLIC WORKS ON HIGHER EDUCATION FACILITIES ACTS

Chairperson: Constance Lieder. *Secretary of State Planning*

William M. Brish, J. Elizabeth Garraway, David W. Hornbeck, Brent M. Johnson, Robert E. Kendig, Henry J. Knott, Parlett L. Moore, William A. Ruhl, Sr., Jean E. Spencer.

Charles J. Lietwiler, *Executive Secretary*

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