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MERCU BUANA
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Development Guidelines for Academic Atmosphere

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In order to carry out the Tri Dharma of Higher Education based on the vision, mission, goals, objectives and work culture of the organization. So, along with the development of science and technology, the implementation of the Tri Dharma of Higher Education must be supported by the conducive academic atmosphere which is based on freedom to review and disseminate responsibly to the public based on the academic authority and academic culture.

In line with the UMB milestones written in the Strategic Plan of Universitas Mercu Buana for 2015-2019 that are aimed at achieving UMB with quality standards according to national standards, UMB continues to improve the performance of Tri Dharma of Higher Education and to create conducive academic atmosphere as one of the most important supporting factors.

The creation of a conducive academic atmosphere among academic community in Universitas Mercu Buana must be guaranteed by academic culture that promotes academic freedom, academic freedom of speech and scientific autonomy, which can be accounted for. To support and ensure the creation of an academic atmosphere and academic culture, Universitas Mercu Buana issued Rector Decree number 01/025 / A-Skep / VI / 2012 regarding the Implementation of Academic Freedom, Academic Freedom of Speech, and Scientific Autonomy in Universitas Mercu Buana Environment and has been stated also in the 2015 UMB Statute.

In its implementation, a guideline that regulates the implementation and development of the academic atmosphere is also needed. For this reason, this guideline was published in the hope that it could become a reference in creating a conducive academic atmosphere at Universitas Mercu Buana.

Jakarta, August 2016

Rector



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Chapter I

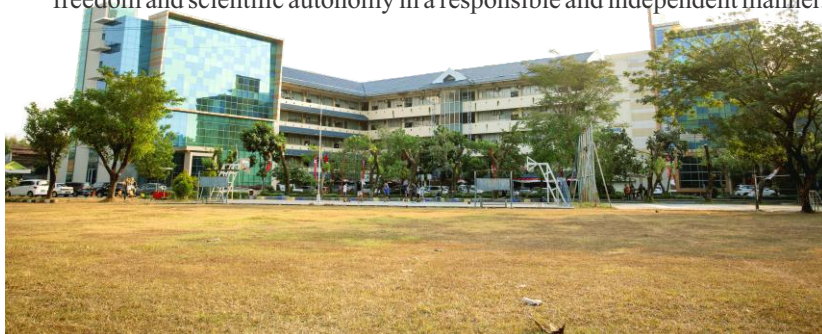
Introduction

1.1 Background

The education process at Universitas Mercu Buana is a process that aims at producing competent graduates in accordance with determined learning outcomes. Qualified graduates who are able to meet the needs of industry and society in global competition are great hopes of Universitas Mercu Buana. To be able to achieve these objectives, it requires a variety of prerequisites to produce finished goods output with a good quality and able to guarantee the achievement of specified performance standards.

Academic atmosphere is a condition that should be created to make the learning process at UMB run in accordance with the vision, mission, and goals and culture of the organization. The academic and cultural atmosphere creates a climate that is conducive to academic activities, interactions between lecturers and students, between fellow students, and between lecturers to optimize the learning process.

This conditional relationship signifies that academic freedom, academic freedom of speech and scientific autonomy are essential in the life of every higher education. Therefore, leaders of higher education institutions are obliged to strive for and guarantee that all members of the academic community at Universitas Mercu Buana can carry out academic freedom and scientific autonomy in a responsible and independent manner.





In the UMB Statute, it is stated that the Rector's role as the leader of a higher education institution includes determining strategic policies and quality targets, ensuring the achievement of organizational goals in the framework of organizing the Tri Dharma of higher education institutions and conducting coaching of educational staff and students. Thus, the Rector has the authority to set academic policies, as well as the code of ethics of the academic community, including the stipulation of rules to ensure a conducive academic climate for the achievement of academic freedom, academic freedom of speech, and scientific autonomy.

In dealing with global issues such as competitiveness and professionalism, international standardization and cooperation networks, as well as national issues related to higher education institutions such as structuring the system, determining quality and relevance and equal distribution of education, UMB formulates a strategic plan as one of the planned, systematic and sustainable alternative answer to develop UMB to become higher education institution that has academic excellence.



Referring to the vision, mission, goals, culture of organization, UMB now and in the future internally continues to strive to be a university that has academic excellence and is independent and provides added value for its stakeholders, so that it is able to survive and develop in the future. Likewise in the national arena, UMB has the goal of being able to become a reliable and quality national higher education institution as intended in the Long Term Higher Education Development Framework.

The effort was made in dealing with global issues that need to be anticipated by UMB such as competitiveness and professionalism, international standardization and cooperation networks, as well as national issues related to higher education institutions such as structuring the system, determining quality and relevance and equitable education.

Internally, to achieve these goals, the Rector has created policies regarding the implementation of academic freedom, academic freedom in speech and scientific autonomy within Universitas Mercu Buana through

the Rector's Decree number 01/025 / A-Skep / VI / 2010. This policy is a reference that must be obeyed by all work units related to the creation of a conducive academic environment within Universitas Mercu Buana in order to achieve its mission: a) Organizing Education, Research and Community Service, and achieving academic excellence to produce professional staff and graduates who meet the required quality standards of work; b) Implementing effective and efficient higher education management, and developing international networks and cooperation with industry and sustainable partnerships; c) Developing competence and fostering entrepreneurial spirit and professional ethics to students and staff who make a positive contribution to improving the quality of life.

Academic atmosphere, like the input components and other processes, is one component in producing quality output. Academic atmosphere is a component of self-evaluation that must always be improved systematically and continuously and used as a component of quality assurance. Academic atmosphere is indeed not a physical component that has dimensions that can be measured with a clear benchmark, but a quality academic atmosphere will be able to be recognized and felt. Identification as well as the effort to make changes and improvements from supporting components in the formation of a conducive academic atmosphere will produce a quality learning process (transformation-productive).



1.2. Objectives

The Academic Atmosphere Development Guidelines are compiled as a reference to improve the academic atmosphere among the Mercu Buana University academic community at the university level, postgraduate faculties / directors, study programs and related units. This guideline is published in the hope that it can:

1. Provide encouragement, and facilitate the growth and development of academic culture.
2. Being a corridor in improving the quality of interaction between lecturers and students in academic activities
3. Encourage the academic community to be involved in academic activities.
4. Encourage the growth of attitudes and scientific personality among academicians.



1.3. Targets

In implementing academic freedom, academic freedom of speech and scientific autonomy of each member of the academic community is expected to:

1. Improve academic quality in Universitas Mercu Buana environment through the application of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered learning in all subjects in order to create conducive academic interactions between students lecturers and students;
2. Strive for all academic activities be beneficial to the community, nation, and humanity which can be carried out through research and development activities for the development of science and technology. The results of these academic activities are presented in various scientific seminars and published in reputable scientific journals, both at national and international levels.
3. Personally responsible for the implementation and results of academic activities carried out, and always consider the consequences that will arise on themselves or others;
4. Carry out academic activities in a way that is not contrary to religious values, ethical values, moral and academic rules; and
5. Obey the principles and do not violate the law and do not interfere with the public interest



CHAPTER II

VISION, MISSION, OBJECTIVES, TARGETS AND CULTURE OF THE ORGANIZATION

2.1. Vision

To become an excellent and leading university in Indonesia educating professional workforce who are ready to meet expectations of both industries and the community in the global competition by 2024

2.2 Mission

1. Administering education, research and community services, creating and implementing academic excellence to educate professional workforce to meet the expected professionals standards;
2. Executing an effective and efficient higher education management, through work development networks, cooperation with industries and sustainable partnerships with national and international institutions;
3. Developing the competences of students and teaching staff while nurturing their entrepreneurial spirit and professional ethics as a means of improving the quality of life.

2.3. Objectives

1. Become a center of higher education that produces professional with an entrepreneurship spirit who masters information technology and who is able to communicate internationally and ethically.
2. Become one of the actors in developing higher education in Indonesia, especially in realizing the national higher education system.
3. Become a productive and ethical agent of development and cultural transformation in facing global dimension change.

4. Organizing education and teaching of high-quality Vocational Programs, Bachelor Programs, Masters Programs, and Doctoral Programs in the process through the development of reliable curriculum, teaching staff and professional staff and infrastructure that meet the quality standards of education.
5. Conducting research in the context of developing science and technology that is beneficial to society.
6. Carrying out community service in order to utilize science and technology in an effort to contribute to the progress of society.
7. Organizing coaching in shaping the character of students by controlling and developing excellent programs in student affairs.
8. Organizing relationships with customers and the environment to improve customer satisfaction, and
9. Carrying out administrative services and higher education services that adhere to the principle by using a quality management system.

2.4. Targets

1. Organization;
2. Academic;
3. Human Resources;
4. Student Affairs;
5. Infrastructure Facilities;
6. Finance;
7. Cooperation;
8. Research and Community Service.



2.5. Work Culture

1. Honest, means harmony between words and actions in accordance with applicable regulations. No plagiarism for lecturers and no cheating during exams
2. Discipline, means compliance to respect and implement the provisions in force. For lecturers and students in the form of not being late in carrying out lectures.
3. Responsibility in the form of awareness and willingness to do and bear the risk of work. For lecturers, they must carry out Tri Dharma related to the performance of lecturers. For students, they must collect assignments on time.
4. Creative, that is, belief and continuous intention to improve performance. For lecturers and students, they always try to find new ways.
5. Local wisdom that is incorporating local culture in completing tasks, responsibilities, and communicating. For lecturers and students dressed in batik according to the specified time and conduct research according to local excellence.
6. Environmentally friendly, means the awareness and the role of protecting the environment, increasing the efficiency and effectiveness of energy use. For lecturers and students in the form of orderly disposing of garbage, green campus and saving electricity and office stationery.



CHAPTER III

DEFINITION AND SCOPE

3.1. Definition

3.1.1. Academic Atmosphere

Academic atmosphere is a condition that must be created to make the learning process in higher education run in accordance with the vision, mission, and goals. Academic atmosphere creates a conducive climate for academic activities, interactions between lecturers and students.

The conducive academic atmosphere is reflected in the learning process that takes place in an atmosphere of "feeling at home". The process involves all educational resources that are able to contribute support for the smooth learning process. The components of educational resources (lecturers, facilities / infrastructure, laboratories, libraries, organizations, management and curriculum) that are designed and managed by following the specified quality standards will be able to create a conducive academic atmosphere, thus creating excitement in the learning process.

3.1.2. Academic Culture

Academic culture is a way of life of a diverse and multicultural scientific society that is sheltered in an institution that bases itself on the values of scientific truth and objectivity.

The objectivity of the culture is built on the principle of freedom of thought, opinion, and speech in a dynamic, open, and scientific academic atmosphere. It is a standard for describing a conducive academic atmosphere, especially related to the lecturer-student interaction model in the learning process and research. Academic culture that promotes academic freedom, upholds scientific truth, objectivity, openness, and scientific autonomy, makes higher education institutions not easily influenced or controlled by external parties concerned.

3.1.2.1. Academic Freedom of Speech

Freedom of academic speech is the freedom of academic community (lecturers and students) in Higher Education to explore and develop science and technology responsibly through the implementation of Tri Dharma:

Implementation of Academic Freedom

1. Academic freedom is carried out in an effort to explore, apply, and develop science, technology, art, and / or sports through Tri Dharma of Higher Education activities in a quality and responsible manner;
2. The academic community has the responsibility to develop science and technology through learning and / or scientific research by upholding the values of religion and national unity for the advancement of civilization and human welfare.
3. Lecturers as members of the academic community have the task of transferring science and / or technology which they master to students by realizing an atmosphere of teaching and learning so that students actively develop their potential;
4. Lecturers as scientists have the task of developing a branch of science and / or technology through reasoning and scientific research and disseminating it to fellow lecturers, students and the wider community responsibly based on scientific norms and rules, which are honest, broad-minded, respecting the opinions of other academics and not solely for personal interests;
5. Students as members of the academic community are positioned as adult people who have their own awareness in developing their own potential in higher education to become intellectuals, scientists, practitioners and / or professionals;
6. Students actively develop their potential by conducting learning, searching for scientific truth, and / or mastering, developing, and practicing a branch of science and technology to become scientists,

intellectuals, practitioners, and / or cultured professionals;

7. Students have academic freedom by prioritizing reasoning and noble character and being responsible in accordance with academic culture;
8. Students are required to maintain ethics and comply with the norms of higher education to ensure the implementation of Tri Dharma and the development of academic culture;
9. Students develop their talents, interests and abilities through co-curricular and extracurricular activities as part of the educational process;



3.1.2.2. Academic Freedom of Speech

Academic freedom of speech is the authority possessed by professors and / or lecturers who have the authority and scientific authority to express openly and responsibly regarding something related to the branch of knowledge and science.

Implementation of Academic Freedom of Speech

- (1) Academic freedom of speech is the authority of professors and / or lecturers who have the authority and scientific authority to declare openly and responsibly regarding something related to the group of knowledge and branches of science;
- (2) Lecturers must uphold academic freedom of speech, namely the freedom to express thoughts and opinions in the environment and academic forums in the form of lectures, seminars, and other scientific activities in accordance with scientific norms and rules;

With the application of academic freedom of speech principles, scientists and academics have the opportunity and freedom to express their thoughts and opinions that can be scientifically justified. Freedom of academic pulpit is a license for academics who are entitled to bear it, but this license is inseparable from accountability; academic freedom of speech within the scope of academic freedom is guided by academic ethics. So academic freedom and academic freedom of speech are ethically partnered freedoms because they are simultaneously accompanied by awareness of responsibility by the actors.

3.1.2.3. Scientific Autonomy

Scientific autonomy is the autonomy of the academic community in a branch of science and / or technology in finding, developing, revealing, and / or maintaining scientific truth according to scientific principles, scientific methods, and academic culture.

Implementation of Scientific Autonomy

The implementation of scientific autonomy is implemented through the independence and freedom of the academic community in discovering, developing, revealing, and / or maintaining truth according to their scientific principles to ensure the continued development of the branches of science, technology, art and / or sports;

With the enactment of academic freedom and the academic freedom of speech and the recognition of scientific autonomy, it is expected to make every work unit in Universitas Mercu Buana as learning place with their respective characteristics. Academic freedom and academic freedom of speech at the same time open opportunities for academicians to mutually test their thoughts and opinions. This openness is important to be used as enthusiasm in all forms of communication between fellow members of the academic community in fostering an attitude of tolerance in opinion.

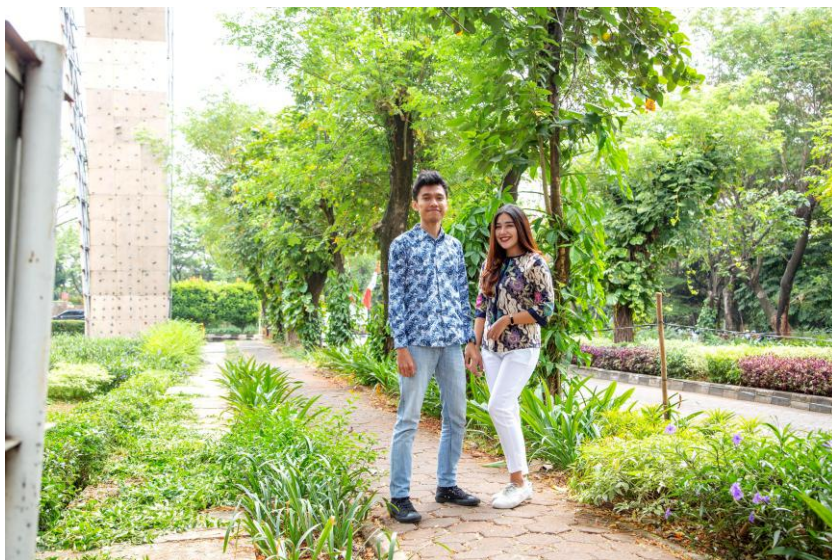
With these considerations, UMB sets policies and quality standards for academic atmosphere that will serve as guidelines and benchmarks for university leaders, faculty / postgraduate program leaders, head of departments, lecturers and students to be responsible for creating a conducive academic atmosphere.

3.1.3. Academic Ethics

Academic ethics and or morals are upholding scientific truth. However, this understanding is also often associated with "norms", that is guidelines on how people should live and act properly and correctly, as well as a measurement of behavior and actions taken. Thus, ethics will provide limits that govern human relationships in social groups. The limitation is in the form of provisions stating the expected behavior of academic community member of higher education when they do and interact in activities related to the realm of the learning process.

Academic ethics includes a code of ethics for lecturers and student. The lecturer code of ethics includes the attitude of lecturers in carrying out their duties and obligations in relation to universities, fellow lecturers, students, administrative staff, family and self, the community and the profession. While the rules of student life are the overall provisions governing student life that can create a conducive atmosphere and guarantee the process of teaching and learning directed and organized.

Lecturers, students and administration staff must obey the academic ethics. If a violation occurs, it will get sanctions in accordance with the regulations in force at Universitas Mercu Buana.



3.2. Scope

This guideline covers policies, standards, and mechanisms for achieving academic atmosphere standards that can be used as a guideline for parties involved in creating an academic atmosphere such as the Rectorate, Directorate, Faculty, Department, and Student Association and other related units.

CHAPTER IV

ACADEMIC ATMOSPHERE PLANNING

4.1 Academic Atmosphere Quality Policy

Universitas Mercu Buana creates a conducive atmosphere for academic activities, interactions between lecturers and students, between fellow students, and between lecturers. This condition is expected to encourage them to become creative, innovative, proactive, critical and certainly ethical people.

In an effort to continuously develop the quality of the academic atmosphere, Universitas Mercu Buana sets a quality policy supporting the academic atmosphere, as follow:

1. Upholding academic ethics as guidelines for behaving and interacting for academicians in realizing the vision, mission, goals and culture of the organization through the tri dharma activities of higher education;
2. Upholding academic freedom, academic freedom of speech, and scientific autonomy by organizing scheduled academic and student activities;
3. Providing quality facilities and infrastructure to support academic success; and
4. Carrying out monitoring and evaluation to ensure accountability in the implementation of academic activities

4.2. Quality Assurance Organization

Universitas Mercu Buana is committed to meeting all government regulations and laws in the field of education. In implementing Tri Dharma of higher education in a conducive academic atmosphere based on the code of ethics of lecturers and educational staff and in improving the quality of UMB in a planned and sustainable manner as mandated by law, a Quality

Assurance Center has been established. UMB is committed to implementing the Internal Quality Assurance System, which is a systemic activity to improve the quality of UMB. However, internal quality assurance remains part of the responsibility of all leaders, lecturers, and education personnel.



4.3 Academic Atmosphere Quality Standards Planning

Improving the academic atmosphere is an ongoing process that must be carried out simultaneously by all academicians. The role and support of the organization in providing all the educational resources are definitely needed, both qualified human resources, lecturers and education personnel, physical facility support, funding, organization, management, availability of libraries and curriculum.

Conducive academic conditions involving components of related educational resources must be carried out through PDCA (Plan, Do, Check, Action) mechanisms carried out systematically, gradually, and continuously.

The step of developing and changing the academic atmosphere can be started by identifying the main problems and mapping, which in this case can be used as a benchmark for the expected academic atmosphere. The steps that are usually taken are SWOT analysis (strength, weakness, opportunity, threat). Based on the results of the analysis, strategies and corrective measures are made for factors that could significantly result in a more conducive change in academic atmosphere.

All efforts to develop an academic atmosphere are aimed at fostering a conducive academic climate and an efficient and comfortable learning process in order to realize competence based learning.

The quality standards for academic atmosphere at Universitas Mercu Buana are developed through the following plans:

1. UMB plans and provides academic facilities and infrastructure that can support the improvement of the academic atmosphere.



2. Improving the quality and quantity of interaction of academic activities, such as (1) implementing student centered learning where academic activities can not only change the cognitive domains of students but also include the affective, psychomotor and cooperative domains; (2) monitoring learning activities periodically both on the suitability of lecturer / student attendance; (3) compatibility of lecture material with learning design; (4) research and community service activities with lecturers and students; (5) carrying out non-academic activities (co-curricular / extra-curricular, reasoning, etc.).
3. Education / teaching, research and community service activities are carried out in an integrated manner by involving students in these activities.
4. The involvement of the academic community in academic activities through activities carried out between other lectures, academic advising, study groups (study clubs). Carrying out various academic activities such as discussions, seminars, symposia, conferences, workshops, training where students are involved as committee and / or presenter of papers in special sessions for young researchers;
5. Development of scientific personality, namely all academic activities grounded in academic ethics and academic culture. Scientific personalities emerge from those who have behaviors and personalities in the intellectual corridor who are polite, honest, have good character, have noble character and are able to act professionally.
6. Establish academic ethics as guidelines for behaving and interacting for academics.

4.4. Implementation Standards

1. A conducive academic atmosphere is created through open, dialogical, harmonious and professional relations between lecturers and students with activities that can intensify lecturer-student interactions and transparent and objective monitoring and evaluation.
2. Research and community service of lecturers should involve students.
3. Lecturers and administration staff try their best to create a conducive social and psychological environment to improve the academic atmosphere so that it supports the learning process.
4. Lecturers improve academic competence, interactive skills and personal quality.
5. Encouraging the growth of the attitude of scientific personality through the activeness of students in all academic activities both curricular and co-curricular.
6. Lecturers and students obey and uphold the code of ethics.

CHAPTER V

ACADEMIC ATMOSPHERE QUALITY IMPROVEMENT

5.1 Academic Atmosphere and Culture Development

The academic atmosphere in Universitas Mercu Buana will not be realized by itself. It must be planned, organized, operated and controlled with a particular management model. The academic atmosphere can also be controlled through the use of PDCA, which will result in continuous improvement in the quality of the academic atmosphere.

Simply, a conducive academic atmosphere can be concluded from the degree of satisfaction and the degree of motivation of the academics in behaving to achieve personal goals, as a function of the goals of the college. In this sense, the personal performance of members of the academic community (which is inseparable and based on personal goals) is related to and supports institutional performance. Therefore, the management of Universitas Mercu Buana must be able to synchronize personal goals with the vision, mission and goals of the institution.

The dimensions that are used as a planning component in an academic atmosphere development program are:

1. Arrangement of interpersonal relations;
2. Concern about institutional goals;
3. Innovative ability;
4. Concern for improving quality continuously, as well
5. Comfort working atmosphere.



5.2 Conducive Academic Atmosphere Improvement Strategies

Improving the academic atmosphere can be achieved through the following strategies:

1. University leaders provide facilities and infrastructure to support the development of a conducive academic atmosphere at both the university level and the postgraduate, faculty or directorate.
2. Postgraduate Director / Dean, Head of Department organizes coordination with lecturers and student representatives for planning, implementing and evaluating activities supporting the development of a conducive academic atmosphere at the Faculty / Postgraduate / Department level.

CHAPTER VI

ACADEMIC ATMOSPHERE PERFORMANCE

6.1 Measurement of Academic Atmosphere Performance

Improving the quality of the academic atmosphere can be done through performance measurement activities aimed at relevant components. Based on established standards, planning steps can be taken to improve quality on an ongoing basis and implement them through concrete actions. The achievement of quality standards for academic atmosphere can be mapped through monitoring and evaluation activities.

The components of measuring the performance of the academic atmosphere include input, the process of academic activities, outputs, and performance indicators (benchmarks).

1. Input, which consists of:
 - a) students;
 - b) lecturers and education personnel;
 - c) academic facilities and infrastructure; and
 - d) curriculum
2. Academic processes / activities, which emphasize the interaction between lecturers and students in carrying out the tri dharma of tertiary activities.
3. Output, means the creation of a conducive academic atmosphere

Performance indicators are in accordance with academic atmosphere quality standards, which include:

1. Availability of academic facilities and infrastructure;
2. The quality and quantity of interaction of academic activities;
3. The Tri Dharma activity of higher education which is carried out in an integrated manner by involving students;

4. The implementation of various academic activities such as discussions, seminars, symposia, conferences, workshops, training where students are involved as committee and / or presenter of papers;
5. Development of scientific personality;
6. Establish academic ethics as guidelines for behaving and interacting for academics.

6.2 Monitoring and Evaluation Standards

Monitoring and evaluation of academic atmosphere quality standards is carried out through internal quality audits. Major and minor findings for each quality item as corrective actions are communicated to the head of the relevant work unit. The mechanism is a continuous improvement to improve the quality of the academic atmosphere to foster academic culture within Universitas Mercu Buana.

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