

Program overview

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Year 2017/2018
Organization Technology, Policy and Management
Education Minors Systems Engineering and Policy Analysis

Code	Omschrijving	ECTS	p1	p2	p3	p4	p5
TB-Mi-034-17	TB-Mi-034-17 Schakelminor SEPAM						
TB131A	Calculus and Differential Equations	5					
TB222A	Governance and Law 2	5					
TB231B	System Dynamics	5					
TB232A	Research Methods and Data Analysis	5					
Technologiespecialisatie 3	Technology Specialisation 3						
TB241BB	Land Development 1: Context	5					
TB241EA	Transport Phenomena	5					
TB241IA	I and C-System Analysis	5					
TB241TA	Logistics 2	5					
Technologiespecialisatie 4	Technology Specialisation 4						
TB242BA	Land Development 2: Programming and Feasibility	5					
TB242EA	Processes in the Energy Sector	5					
TB242IA	Intelligent Data Analysis	5					
TB242TA	Transport 2	5					

Year 2017/2018
Organization Technology, Policy and Management
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TB-Mi-034-17	
Contact for students	Z. Lukszo
Program Title	SEPAM Schakelminor
Administration by the Faculty of	TBM
Intended for	Students who want to start with the SEPAM Master programme or who are interested in the ("technische bestuurskunde") SEPAM basics, but who are not pursuing a SEPAM bachelor degree. Student having a mono disciplinary bachelor can enter the EPA programme directly, whilst this minor is necessary to enter the SEPAM programme.
Gives access to	Systems Engineering, Policy Analyses and Management (SEPAM) master
Expected prior Knowledge	The minor is open for all students who are not pursuing a SEPAM bachelors degree. Applicants with a mono-disciplinary technical Bachelors degree and the SEPAM minor are eligible for admission to the SEPAM master programme.
Prerequisites Minor	A technical bachelor related to one of the following domains -Built environment & Spatial development (B&S) -Energy and Industry (E&I) -Transport and Logistics (T&L) -Information & Communication (I&T) In the SEPAM master students are expected to choose one of these four domains
Minor Exit Qualifications	To give students the ability to analyze large and complex problems in which social, political, organizational and technical elements must all be given consideration. Students will learn to structure and analyze ill-structured problem, use a variety of (incomplete and ill-structured) information sources to support decision-making, to evaluate existing systems and to critically reflect on methods - Understand and being able to evaluate decision-making processes in networks and organizations - Knowledge of organization and strategic theories - Basic knowledge of SEPAM methods and techniques (problem solving, actor modeling and analyses, causal analysis, multi-criteria decision making, dealing with uncertainties) - Knowledge of methods and techniques for data gathering and data analyses/modeling
Minor Coherence / Goal	The minor consist of three main elements containing a variety of topics. 1. Business, policy and management (decision-making in organizations, organization and strategic theories, project management, institutional economics) 2. SEPAM theories and background (problem solving, actor modeling and analyses, causal analysis, multi-criteria decision making, dealing with uncertainties) 3. Social Research methods (methods and techniques for information gathering and analyses/modeling)
Minor Content 1	SEPAM graduates become designers and managers of large-scale, complex, multi-actor systems. These types of challenges are straightforward only in appearance. A seemingly perfect, carefully developed design for a railway, logistic system, power plant, information system or irrigation solution will be impacted and compromised by a plethora of issues: feasibility, competitive creative solutions, unexpected simulation outcomes and comparisons with alternatives, resistance, political commitment, the actions of special interest groups and so on. This minor provides the foundation by assigning equal weight to technical and social factors in the design process, and by conceptualizing multi-actor systems.
Education Methods	Lectures, assignments, game and practical work
Minor Assessment	Various forms, exams, assignments and presentations
Maximum number of participants	20
Minimum number of participants	0
Minor Remarks / Schedule	Courses are lectured both in Dutch and English. It is possible to distribute the courses over a period of one year

TB131A	Calculus and Differential Equations	5
Module Manager	Dr. T.W.C. Vroegrijk	
Responsible for assignments	Dr. T.W.C. Vroegrijk	
Co-responsible for assignments	Dr.ir. D.R. van der Heul	
Contact Hours / Week x/x/x/x	6/0/0/0	
Education Period	1	
Start Education	1	
Exam Period	1 2	
Course Language	Dutch	

TB222A	Governance and Law 2	5
Module Manager	Mr. J.M. Kooijman	
Responsible for assignments	Mr. J.M. Kooijman	
Co-responsible for assignments	Dr. H.G. van der Voort	
Contact Hours / Week x/x/x/x	0/6/0/0	
Education Period	2	
Start Education	2	
Exam Period	2 3	
Course Language	Dutch	

TB231B	System Dynamics	5
Module Manager	Ir. W.L. Auping	
Module Manager	Dr. E. Pruyt	
Instructor	Dr. E. Pruyt	
Responsible for assignments	Ir. W.L. Auping	
Co-responsible for assignments	Dr. E. Pruyt	
Contact Hours / Week x/x/x/x	2/0/0/0	
Education Period	1	
Start Education	1	
Exam Period	1 2	
Course Language	Dutch	
Expected prior knowledge	There are no prerequisites, although knowledge about systems of differential equations, modelling and simulation, and causal loop diagramming is useful.	
Parts	This course consists of two parts: In the first part, students learn how to make System Dynamics models and how these models could be used. In the second part of the course, students experience what it is to make and use a SD model in practice, and how to communicate about model and results.	
Course Contents	<p>This module introduces the System Dynamics modelling method, with which real dynamically complex issues/systems can be modelled and simulated. Attention will be paid to (non-linear) feedback effects, accumulation effects, and delays. The current and real exercises/cases mainly relate to important policy domains such as health policy, environmental policy, energy policy, public order, urban planning, education and innovation, macro-economics and finance.</p> <p>Topics dealt with include:</p> <ul style="list-style-type: none"> - Qualitative system dynamics (archetypes, different diagrams) - Quantitative system dynamics (dynamic complexity, core building blocks of SD simulation models) - Model specification (all sorts of normal and special functions) - Model building (the e-book contains about 100 model building exercises/cases -- students are required to make about 29 of these exercises) - Testing of models (debug, verify, validate) - Analysis of simulation models and results (sensitivity analysis, uncertainty analysis, scenario analysis, and robustness analysis) - Model-based policy analysis, policy design, policy testing, and policy recommendations - Other uses of simulation models - Communication about models and results 	
Study Goals	<p>After successful completion of this module, students have a solid basic knowledge of the System Dynamics modelling field and are able to:</p> <ul style="list-style-type: none"> - recognize archetypes, - relate System Dynamics to policy analysis and other modelling schools, - recognize dynamic patterns and link them to underlying structures. <p>After successful completion of the first part of this module, students are able, using Vensim or other simulation software, to:</p> <ul style="list-style-type: none"> - make SD simulation models about all sorts of issues, problems and systems, - simulate SD models and correctly interpret the outcomes, - debug and test SD models, - analyse SD models, and link modelstructures and behaviors, - use SD models to test policies and provide policy recommendations, - represent SD models using typical representational techniques (CLD, SFD, AD, SD) and communicate the results. <p>During the project:</p> <ul style="list-style-type: none"> - students learn the skills to apply the model cycle to unstructured problems, - students experience what it takes to apply System Dynamics modelling to TB problems, - students apply the methods and techniques covered in the first part to unstructured problems, - students develop and train the necessary policy analytical skills, - student learn to reflect about the use of System Dynamics modelling to TB problems. <p>After the successful completion of the second part of this module, students are able to:</p> <ul style="list-style-type: none"> - complete a full SD project, - cooperate with colleagues and (fictitious) clients, - to make their own simulation model and present the results to clients 	
Study Goals continuation	<p>This module contributes to the following general learning goals:</p> <ul style="list-style-type: none"> - Students are able to determine analytically which variables in complexe socio-technical systems are relevant for different actors within these systems; - Students are able to analytically explain the values of these variables from the technical structures and processes within these systems, and the environment of these systems; - Students are able to analytically reason how these processes and (values of) variables change as a result of changes in institutional or technical structures in these systems; - Students are able to analyze which dilemmas actors in these systems will face. 	
Education Method	<p>Following specific learning goals are also served: 11-13, 15-19, 21-28, 31-36, 42-45, 51-55, 57, 61-62, 64-67, 72 with an emphasis on 35, 42, 43, 55, 72</p> <p>The educational approach of the first part of the course could best be described as "blended case-based learning". Students follow the learning path of the e-book: the learning path blends short chapters, instruction videos, many exercises/cases of increasing complexity, feedback videos, multiple choice questions, and formative tests. This year, students will also be instructed and coached by their lecturer to speed up the learning process.</p> <p>The second part of the course could best be described as "supervised teamwork": pairs of students make a joint model within a particular field and use it to give policy advise.</p> <p>Contact time and 'face to face': During the first part, there will be (i) interactive laptop lectures, (ii) face-to-face or online Q&A sessions (instead of traditional lectures) in which students can ask questions, (iii) assisted labs in which students can get some help.</p> <p>During the second part, there is (online) face-to-face contact time during the weekly supervision/intervision slots. Depending on the supervisor, the topic and the group, supervision may be in small or relatively large groups (multiple teams).</p> <p>The first part of the course consists mainly of mixture of:</p>	

	<ul style="list-style-type: none"> - short chapters - tutorials - short instruction videos - modelling (formative & summative) - validation (by means of videos, models, and feedback chapters) - testing of knowledge and insight (multiple choice questions in the e-book and online) - feedback videos
Computer Use	Computers are used all the time. The computer program Vensim too. A free temporary license can be obtained from: http://vensim.com/tudelft.html
Course Relations	<p>This module is related to the following modules within the cluster:</p> <ul style="list-style-type: none"> - TB121a and TB132a (SD models are based on systems of differential equations or integral equations), - TB133a and TB233a (SD, ABM and DES are alternative modelling techniques) TB135a (SD is a decision approach in which SD models are made and used) <p>This module is related to the following modules outside of the cluster:</p> <ul style="list-style-type: none"> - TB111a (some problem analysis techniques such as Causal Relation Diagrams are further elaborated within SD) - TB112a, TB113a (SD is a specific modelling method for dynamically complex issues, which requires techniques beyond the ones dealt with in TB112a, TB113a)
Books	<p>The first part of the course will be given based on a blended learning e-book which links to all necessary materials:</p> <p>Pruyt, E., 2013. Small System Dynamics Models for Big Issues: Triple Jump towards Real-World Complexity. Delft: TU Delft Library. ISBN/EAN: 978-94-6186-195-5.</p> <p>The e-book and all other materials are made available via blackboard. The e-book could also be downloaded directly from: http://simulation.tbm.tudelft.nl/smallSDmodels/Intro.html</p> <p>The materials for the second part will be made available via blackboard.</p>
Reader	<p>The first part of the course will be given based on a blended learning e-book which links to all necessary materials:</p> <p>Pruyt, E., 2013. Small System Dynamics Models for Big Issues: Triple Jump towards Real-World Complexity. Delft: TU Delft Library. ISBN/EAN: 978-94-6186-195-5.</p> <p>The e-book and all other materials are made available via blackboard. The e-book could also be downloaded directly from: http://simulation.tbm.tudelft.nl/smallSDmodels/Intro.html</p> <p>The materials for the second part will be made available via blackboard.</p>
Prerequisites	None.
Assessment	<p>The learning goals are tested by means of (i) a summative test (with a retake) in which students need to model a new case and need to use the model to analyse and solve policy issues, (ii) a formative project (with supervision and (possibly) peer review but without retake) in which pairs of students make and use their own model, (iii) a summative test consisting of 10 to 20 multiple choice questions (knowledge, insight, et cetera). Moreover, students need to take a weekly online multiple choice test. The final mark is determined by the modelling test or retake (40%), by the modelling project (40%), and the multiple choice test (20%).</p> <p>Evaluation criteria: The model students need to build at the exam needs to correspond with the case description and needs to be used, following about 10 directed questions, to answer questions related to all steps in the modelling cycle. The multiple choice questions cover the full contents of the course. Students need to make their own project model according to the principles of SD modelling, and need to use it to give systemic policy advice.</p>
Permitted Materials during Tests	None.
Enrolment / Application	Mandatory enrollment via brightspace for the entire course. Mandatory enrollment for the project part of the course.
Special Information	w.l.auping@tudelft.nl
Remarks	This course is largely taught in Engels: the e-book and most of the materials are in Engels. Laptop lectures are in Dutch. Testing is in Dutch. Q&A and supervision are in Dutch if the supervisor masters the Dutch language.
Self Test	Weekly self-testing. En continuous self testing by means of the case material in the e-book.

TB232A	Research Methods and Data Analysis	5
Module Manager	Dr.ir. M. Kroesen	
Instructor	Mr.dr. N. Mouter	
Instructor	Prof.dr.ir. C.A. Ramirez Ramirez	
Instructor	Dr.ir. G.A. de Reuver	
Instructor	Dr. C. Maat	
Responsible for assignments	Dr.ir. M. Kroesen	
Co-responsible for assignments	Dr. E.J.E. Molin	
Contact Hours / Week x/x/x/x	0/4/0/0	
Education Period	2	
Start Education	2	
Exam Period	2 3	
Course Language	Dutch	

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Technologiespecialisatie 3

TB241BB	Land Development 1: Context	5
Module Manager	Prof.mr.dr. H.D. Ploeger	
Instructor	Prof.mr.dr. H.D. Ploeger	
Instructor	Prof.dr. W.K. Korthals Altes	
Responsible for assignments	Prof.mr.dr. H.D. Ploeger	
Co-responsible for assignments	Prof.dr. W.K. Korthals Altes	
Contact Hours / Week x/x/x/x	4/0/0/0	
Education Period	1	
Start Education	1	
Exam Period	1 2	
Course Language	Dutch	
Course Contents	--	
Study Goals	--	
Education Method	--	
Literature and Study Materials	--	

TB241EA	Transport Phenomena	5
Module Manager	Dr.ir. I. Bouwmans	
Responsible for assignments	Dr.ir. I. Bouwmans	
Co-responsible for assignments	Prof.dr.ir. C.A. Ramirez Ramirez	
Contact Hours / Week x/x/x/x	4/0/0/0	
Education Period	1	
Start Education	1	
Exam Period	1 2	
Course Language	Dutch	

TB241IA	I and C-System Analysis	5
Module Manager	Dr. M.V. Dignum	
Responsible for assignments	Dr. M.V. Dignum	
Co-responsible for assignments	Dr. A. Ghorbani	
Contact Hours / Week x/x/x/x	4/0/0/0	
Education Period	1	
Start Education	1	
Exam Period	1 2	
Course Language	Dutch	

TB241TA	Logistics 2	5
Module Manager	Dr. J. Rezaei	
Responsible for assignments	Dr. J. Rezaei	
Co-responsible for assignments	Dr. J.A. Annema	
Contact Hours / Week x/x/x/x	4/0/0/0	
Education Period	1	
Start Education	1	
Exam Period	1 2	
Course Language	Dutch	
Course Contents	<p>According to the Council of Supply Chain Management Professionals logistics is defined as the process of planning, implementing, and controlling procedures for the efficient and effective transportation and storage of goods including services, and related information from the point of origin to the point of consumption for the purpose of conforming to customer requirements. Logistics activities should be in line with other business activities such as marketing and purchasing, in order to create sustainable competitive advantages for individual companies and service providers, and for the supply chain as a whole, which finally contributes to strengthen national and regional economies. Given the strategic importance of logistics for individual organizations and supply chains, it is vital to know how the performance of logistics activities is measured, how logistics activities contribute to the overall performance of individual organizations and supply chains, and finally how the performance of logistic activities can be improved.</p>	
	<p>Different logistics problems are discussed, including:</p>	
	<p>Logistics problems within organizations: forecasting and demand modeling; location and layout decisions; inventory management;</p>	
	<p>Logistics problems between organizations: one-to-one distribution problems, one-to-many distribution problems.</p>	
Study Goals	<p>The student would be able:</p> <ul style="list-style-type: none"> To formulate (and solve) basic logistics problems; To analyze a logistics system; To find possibilities to improve a logistics system; To explain the integrative role of logistics function in and between organizations. 	
Education Method	<p>Lectures</p> <p>Assignments</p> <p>Self-study</p>	
Literature and Study Materials	<p>Reid, R. D., Sanders, N. R., Operations Management: An Integrated Approach, 5th edition, Wiley, 2013.</p> <p>Daganzo, C.F., Logistics Systems Analysis, 4th edition, Springer-Verlag, 2010.</p>	
Prerequisites	<p>Separate papers on chosen topics.</p> <p>Logistiek 1, Basic mathematics</p>	
Assessment	<p>The course consists of two parts with the following weighting:</p> <p>Logistics problems within organizations: 50%.</p> <p>Logistics problems between organizations: 50%.</p> <p>Grading:</p> <p>One written exam: 80%</p> <p>Assignments: 20%</p>	
Exam Hours	3 hours	

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Technologiespecialisatie 4

TB242BA	Land Development 2: Programming and Feasibility	5
Module Manager	Dr.ir. D.A. Groetelaers	
Instructor	Dr.ir. D.A. Groetelaers	
Instructor	Dr. H.J.F.M. Boumeester	
Instructor	Dr. H.M.H. van der Heijden	
Instructor	Dr. E. Louw	
Responsible for assignments	Dr.ir. D.A. Groetelaers	
Co-responsible for assignments	Ir. H.W. de Wolff	
Contact Hours / Week x/x/x/x	0/4/0/0	
Education Period	2	
Start Education	2	
Exam Period	2 3	
Course Language	Dutch	
Elective	Yes	
Tags	Building & Spatial Development	

TB242EA	Processes in the Energy Sector	5
Module Manager	Dr.ir. L. Stougie	
Instructor	Dr.ir. I. Bouwmans	
Responsible for assignments	Dr.ir. L. Stougie	
Co-responsible for assignments	Dr.ir. I. Bouwmans	
Contact Hours / Week x/x/x/x	0/4/0/0	
Education Period	2	
Start Education	2	
Exam Period	2 3	
Course Language	Dutch	

TB242IA	Intelligent Data Analysis	5
Module Manager	S. Tajalizadehkhoo	
Module Manager	Prof.dr.ir. M.F.W.H.A. Janssen	
Responsible for assignments	S. Tajalizadehkhoo	
Responsible for assignments	Prof.dr.ir. M.F.W.H.A. Janssen	
Contact Hours / Week x/x/x/x	0/4/0/0	
Education Period	2	
Start Education	2	
Exam Period	2 3	
Course Language	English	
Course Contents	<p>Today's Information and Communication Technology makes it possible for organizations to monitor their activities at almost any level, resulting in large amounts of data being collected. The conversion of raw data into useful information and knowledge is especially facilitated by means of analysis of the various data using different kinds of statistical and 'Intelligent' methods.</p> <p>This course is about the data analytics process and methods, covering topics from datawarehouses and online analytical processing, to data mining methods such as decision trees, clustering, Bayesian learning, and neural networks, among others.</p>	
Study Goals	<p>The students are able to:</p> <ul style="list-style-type: none"> describe the data mining process and its objectives; identify and summarize the main biases inherent to data mining algorithms, and give examples of how they appear in specific algorithms; describe and employ basic data mining algorithms; list different performance metrics to compare data mining algorithms and illustrate how they may vary with particular data mining algorithms, or the properties of the data; use a data mining software tool to analyse structured data and produce and compare different concept descriptions related to classification problems. 	
Education Method	<p>In class learning activities involve:</p> <ul style="list-style-type: none"> - Lectures explaining the concepts and (sometimes mathematical) theories behind the data analytics process and methods; - Computer laboratories with guided exercises to explore data analytics software. <p>Out of class learning activities involve:</p> <ul style="list-style-type: none"> - A data mining project assignment in small groups of students; - Peer-review of other groups projects; - Solving problem sets in preparation for classes and exam. 	
Assessment	The final grade is established based on a weighted average of the exam grade (2/3), and the practical assignment (1/3).	

TB242TA	Transport 2	5
Module Manager	Dr.ir. J.H. Baggen	
Instructor	Dr. E.D. Kreutzberger	
Instructor	Prof.dr. G.P. van Wee	
Instructor	Dr. J.C. van Ham	
Responsible for assignments	Dr.ir. J.H. Baggen	
Co-responsible for assignments	Dr. J.C. van Ham	
Contact Hours / Week x/x/x/x	0/4/0/0	
Education Period	2	
Start Education	2	
Exam Period	2	
	3	
Course Language	Dutch	

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