



United States Department of Agriculture

Tensions Between Experiential and Technical Approaches to Inspection

Barney P. Caton

Animal and Plant Health Inspection Service
Plant Protection and Quarantine
Center for Plant Health Science and Technology

The Problem

- Sometimes an inspection issue has a *quantitative* answer at odds with front-line convention
- We can demonstrate the answer and the reason(s) why
- But, that may or may not convince the skeptics

Overview

- Example of differing contentions about reducing inspections
- Show simulation results with a clear “winner”
- Consider how to overcome doubts
 - What are the sources of doubt?
 - How do we make technical explanations more convincing and effective?

Risk-Based Sampling

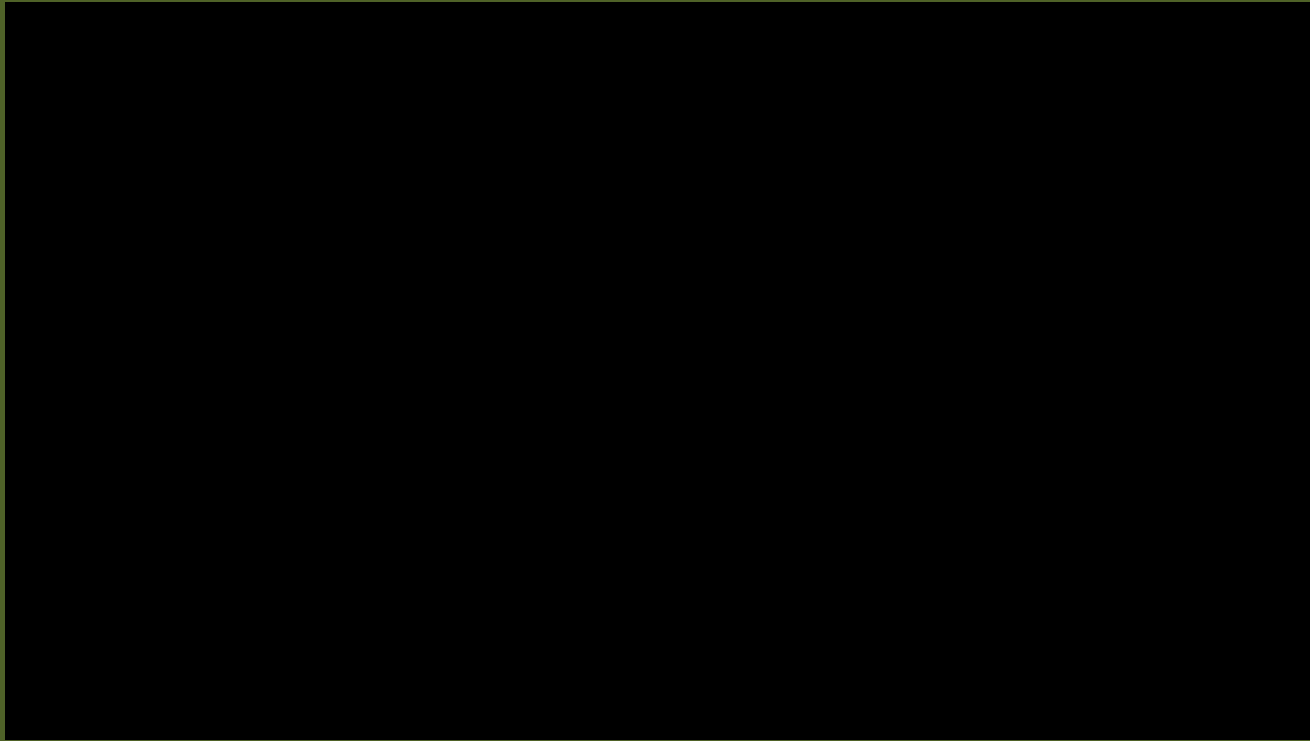
- General goals
 - Fewer inspections of low risk material
 - Find more pests overall
 - Create incentives for sending pest-free material

- In baseball terms...
 - Willie Keeler said, “Hit it where they ain’t.”
 - RBS says, “Don’t inspect where they ain’t.”

Example Issue

- How to reduce inspections?
 - Lower intensity = same frequency but fewer samples per consignment
 - Lower frequency = same intensity but fewer consignments
- Why do we care?
 - Technical reasons
 - Front-line comment: Clearances are “pests walking out the door”

“Moneyball”: Sports and Analytics



- “It’s not science. ...They don’t know what we know.”

Contrasting Viewpoints

- Experiential
 - Ethic: Try to find *every* pest
 - Any inspection > None
 - Can find the very few pests that may be present
- Technical
 - Ethic: Minor leakage is acceptable
 - Low risk items = spend as little time as possible
 - Many such consignments may have **zero** pests
 - Avoid “haystack needle” inspections
 - Give inspectors the best chance to find pests

Example Issue: Low Risk Items

■ Contentions

- Experiential: “Inspect no fewer than 2 samples”
- Technical: “Lower frequency at the standard sampling intensity is better”

■ Note

- The experiential viewpoint has value
- But the probabilities are stacked against them

Simulated Inspection Game

- Comparison
 - Scenario 1: Lower intensity
 - Consignment inspection = 100 percent
 - Samples taken = 2
 - Scenario 2: Lower frequency
 - Consignment inspection = 10 percent
 - Samples taken = 20
 - Mean = 20 boxes per 10 consignments

Rules of the Game

- Infestation rate = 0.0001 (1/10,000)
- Same specifications/assumptions
 - Consignment size and make up, inspection efficiency, no clumping
 - 100,000 iterations
- Compare effectiveness
 - Infestation detection rate
 - Likelihood of selecting infested sample
 - Leakage = Missed infested units

Results 1: Low Risk Items

Approach	Mean Detection Rate (no.)	Mean Leakage (units)	Mean p (selection)
$p = 1.0$, Boxes = 2	0.0098	0.238	0.010
$p = 0.1$, Boxes = 20	0.0098	0.238	0.100

- **Result = No difference in safeguarding**
- **Runs counter to Experiential Viewpoint**

Results 2: Time required

- Per consignment
 - Paperwork = no difference
 - Box pulling/sample inspection = no difference
 - **Consignment handling = difference**
 - Unpacking and repacking, sampling tool operation

- Time savings in this case
 - Hours saved ≈ 23 (function of handling time)
 - Additional boxes/consignment = 4 (function of inspection time)

Use Freed-Up Resources in Game

- Increase sampling for High Risk items
 - From 20 to 24 boxes per consignment
 - *Note:* only a moderate (20%) increase

- Infestation rate = 0.001 (1/1000)
 - *Note:* Also a moderate assumption



- Same specifications etc.

Results 3: High Risk Items

Sampling	Mn Detection Rate (no.)	Mn Leakage (units)	Consignments per Unit Leaked
20 Boxes	0.745	0.224	4.5
24 Boxes	0.803	0.125	8.0

- Result = *better* safeguarding of High Risk items with lower frequency option

'Inspection game' conclusions

Result	Lower intensity	Lower frequency
Safeguarding: Low Risk Items		
Consignment Handling Time		
Safeguarding: High Risk Items		

- Basic RBS theory affirmed
 - Minimize time spent on Low Risk items
 - Transfer inspections to High Risk items

Discussion

- Limits of experience
- Why is there doubt?
- Overcoming doubt

Perception is Difficult

- “One absolutely cannot tell, by watching, the difference between a .300 hitter and a .275 hitter. **The difference is one hit every two weeks.**”

Michael Lewis, “Moneyball”

- For weekly consignments, the difference between 0.01 and 0.005 action rates is **1 detection every two years**

Reasons for doubt?

- Resistance to change
- Technical
 - Don't trust ratings data/process (!)
 - Don't believe differences exist
 - Don't believe model results
- Programmatic
 - Suspicious of motives (↓ positions or overtime)
 - Dislike reduced autonomy
 - Dislike not trying to find *every* pest

Overcoming Doubt

- Outreach and education
 - Best efforts to explain and illuminate
 - Theory (numbers) > Practice (program)
- Implementation
 - “Show me” types may doubt until they can experience it
 - Practice > Theory
- Note: I don't have answers, just some possible solutions

Outreach Considerations

- Learning materials
 - Multiple formats
 - Relatable + practical
 - Hands-on?
 - Address a single issue at a time
 - Interactive
 - Take requests; be responsive
- Strategy
 - Consider reasons for doubt (technical/programmatic)
 - Use credible staff/specially trained front-line personnel
 - Mix of management levels
 - Target influencers

Implementation Considerations

- Avoid completely top-down approach
 - Without buy-in, motivation could be low
 - Highlight dependence on inspection results
 - Augment role if possible
- Manage expectations
 - Anticipate problems; Adjust and move forward
 - Interceptions should increase, *ultimately*, but over the short term...
- Outcomes
 - Before/after effort and effectiveness metrics
 - Stakeholder responses; Effects on “dirty” shippers

Final Thoughts (1/2)

- Overcoming doubt
 - Important to recognize the reasons for it
 - Outreach: Simple, practical, responsive
 - Implementation
 - Try to augment role of front line
 - Manage expectations
 - Ultimate—not first—solution

Final Thoughts (2/2)

- Baseball and inspections are, to a great extent, both *numbers games*
 - Managers/Analysts: Answers exist, but don't get too cocky about them
 - Scouts/Inspectors: Experience matters, but don't completely discount theory
 - If the goal is better safeguarding
...the Technical and Experiential sides need each other