

**Information Policy**

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There are many times where an event can shake up the world. The industrial revolution is one of the first things that comes to mind, as it changed how many lived and worked. Artificial Intelligence (AI) seems to be in a similar category. AI is shaking up our world, especially in the technology space. We need to prepare for a future where AI is a part of everything. It can be a huge boost for productivity, while also being a double-edged sword that can harm us. AI can be a “crutch” if we do not understand what we are doing or how to use AI. Learning how to use AI is a challenge for those in the government. A news event that I would like to highlight is by the ACM and highlights the problem about public literacy and fairness. This problem is being looked at by Congress through the new bill, H.R.3210 the “Artificial Intelligence Literacy and Inclusion Act”.

What started the movement for a need for literacy was a set of recommendations that the ACM sent to the White House. The government needed help updating the national plan for AI and the ACM’s policy committee gave a response. The ACM speaks for many computer experts, so it is needed to help the government out.

The point that was being made was that we as humans needed to understand AI as it got more powerful. This can lead to serious “risks of bias” (ACM, 2025.). They argued that if AI kept growing at a fast pace, it would leave many behind and become harder to understand. The “digital divide” would only make life harder for many who can not keep up. To fix this, there needs to be legislation that could promote AI equity plans for those who are unrepresented and can not access technology. We created a powerful tool that can help humanity, but did not find ways to teach many on how to use it.

The bill is the policy that can answer the problem, it responds by making it a priority to serve needy communities and low-income populations. The bill creates grants for programs to teach ethical considerations and the impacts of AI, which is exactly what is needed as AI continues to grow ([Congress.gov](#), 2025).

This legislative action and the problem with AI literacy needs key stakeholders. The primary group is the public including the communities in need of access. The other stakeholders include Congress who create policies to help out those who are marginalized and computer experts like those in the ACM who can help create policy and find risks.

We have a bill, but is literacy enough for the growth of AI? While the push for literacy in AI is the right move, there is another looming problem with AI. With how good AI has gotten, it makes it easy to use as a crutch. Just like how one can forget simple tasks after relying on tools for a while, AI can end up giving answers without knowing how we got them. This can lead to many forgetting how to do simple tasks. There is a great demand in learning and H.R.3210 is a great solution for educating the public, but it does not help the AI side.

Even if we are literate in AI, there will be many not knowing how to get answers. This can lead to the creators of AI having incredible power because they hold the answers. Policies need to hold those who create AI accountable and ensure they do not have biases that can lead users astray. There also needs to be education to ensure that people know what they are doing with AI before they start using AI for efficiency reasons.

AI is reaching a point where everyone can use it and it can help out humanity. We have a gap between those who can access and learn how to use AI and those who can not. This new landscape impacts information professionals who are trying to bring in those who may have not

learned how to use AI. Teachers, librarians, and anyone else in education can help lead new literacy programs, while those creating AIs can help create manuals to help everyone operate AI. While a bill can lead us in the right direction, it still needs to protect users from biases, while educating those users on what they are doing with AI before they attempt a task.

**References**

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