



ISSN: 2091-2749 (Print)
2091-2757 (Online)

Submitted on: 17 Oct 2025
Accepted on: 21 Oct 2025

<https://doi.org/10.3126/jpahs.v12i1.85667>

Ethical and responsive use of artificial intelligence in academic writing and publishing

Madhusudan Subedi  

Chief Editor, Journal of Patan Academy of Health Sciences (JPAHS), Patan Academy of Health Sciences (PAHS), Lalitpur, Nepal

Introduction

Generative artificial intelligence (AI) has rapidly evolved from novelty to a mainstream driving force in academic writing and scholarly publishing. These tools have become more conveniently accessed and utilized by scholars.¹ AI is now directly used in generating text, synthesizing literature, refining grammar, and even proposing novel research directions. These capabilities offer extraordinary opportunities for enhancing productivity, broadening access, and supporting multilingual scholarship.²

As academic communities use AI-driven tools, questions of integrity, transparency, and authorship demand urgent attention.³ Who is the true author when machine-generated text enters the scholarly record? How do we safeguard originality and critical thinking in an era of algorithmic assistance? And what standards should guide the responsible use of AI across diverse academic writing and publishing?

A responsive approach to AI in academia requires more than technical proficiency. It calls for thoughtful engagement with the values that support research and education.⁴ This includes fostering digital literacy, promoting equitable access, and ensuring that AI complements rather than compromises human judgment.¹

In this editorial, I highlight some issues related to responsible AI use in academic writing and publication and call upon institutions, editors, and researchers to adopt frameworks that balance innovation with accountability and efficiency with integrity.

Authorship and Scholarly Integrity

Although computer software like Microsoft Word and Grammarly have long offered automatic proofreading tools like spell and grammar checks, these are not programs that generate original content. The use of AI in preparing a manuscript raises profound questions about defining authorship. Traditionally, an author of an academic article has been considered responsible for the originality, accuracy, and accountability of the work.¹⁻³



How to Cite: Subedi M. Ethical and responsive use of artificial intelligence in academic writing and publishing. J Patan Acad Health Sci. 2025 Jun;12(1):1-4.

Correspondence: Prof. Madhusudan Subedi, School of Public Health / Dept. of Community Health Sciences, Patan Academy of Health Sciences (PAHS), Lalitpur, Nepal. **Email:** madhusubedi@pahs.edu.np

When AI systems contribute significantly to drafting or structuring a manuscript, the line between human and machine contributions blurs.⁵

Researchers who rely heavily on AI to produce text may unintentionally relinquish part of their intellectual responsibility without explicitly stating it. This can undermine the trust and standards of academic publishing, where authors must be fully accountable for their work. To promote transparency, scholars should clearly state when and how AI tools have been used.³ This kind of disclosure should not be seen as negative, but rather as a way to support honest and open academic writing.

AI generators not only raise questions about authorship but also about plagiarism and originality.⁵⁻⁷ These generators create new content by analyzing patterns from large collections of existing text. Although the outputs may appear original, they can sometimes repeat familiar phrases or ideas in ways that challenge traditional definitions of originality. To address this issue, academic journals and universities should establish clear guidelines. Plagiarism detection programs have to do more to identify work created by AIs, and reviewers will have to learn to watch for things like uniform style and weak conceptual development, which could indicate over-reliance on AIs.⁷

Responsible AI usage in writing involves more than stating the usage of AI. It requires thoughtful engagement with the content. If scholars rely too heavily on AI without careful review, the result may be work that lacks depth, originality, or accuracy. Responsible authors should treat AI as a tool that supports their thinking, not replaces it. They must check, correct, and carefully incorporate materials generated by AI.⁵

Ethical Boundaries

Establishing clear ethical guidelines for the use of AI in academia is a challenging task. To protect the integrity of scholarly research, it is important to consider the ethical issues that arise when AI is used in writing academic publications. Responsible use of AI tools should promote transparency, support original work, and follow established academic standards.^{2,5}

AI, when used responsibly, can contribute to scientific advancement and provide benefits to society. However, unethical applications such as producing false research articles can damage the trustworthiness of science and academic publications.³

AI tools can be used to provide translation of text into the required language. This process makes the researchers' task easy and effective to submit an article in non-native language. However, it should be noted that AI tools do not translate accurately some slang words or cultural terms. The researchers should

review and ensure the quality of the translation and make sure that it is translated accurately. Users of AI should not over-reliance on the tool for translation. If authors use AI tools to refine language, structure, or ideas, including grammar or spelling, they should carefully review the output. The final text must reflect their own voice.

The researchers should be engaged critically if they are generating an outline, summarizing the content, improving the clarity of the drafted content, or brainstorming ideas. In such cases, the authors should ensure the final product accurately reflects their own ideas and insight, and that the AI-generated content did not alter the key meaning or message. Authors must confirm that AI-generated ideas are accurate. The factors contributing to plagiarism are a lack of awareness of the ethical standards of academic writing, inadequate proficiency in writing skills which leads individual to copy and paste, pressure to publish, and unfamiliarity with citation practice.²

Published evidence indicates that AI is notoriously unreliable in citing references and can easily generate grammatically perfect references that do not actually exist. Any literature search using AI must be confirmed with the traditional search engine.¹

Equity, Accessibility and Productivity

Although AI presents certain risks, it also offers remarkable opportunities to make academic work more inclusive and efficient. For scholars who are not native speakers in mainstream research language like English, AI-powered grammar and composition programs are in principle capable of helping them improve language quality. This support can reduce the need for expensive editing services and allow researchers to be judged more on the strength of their ideas than on their writing style.²

AI tools that summarize literature or suggest citations can also speed up the research process. This is especially helpful for early-career scholars or those working in low-resource settings, who may benefit from spending less time on routine tasks and more on creative thinking.

However, access to AI tools is not equal. Some are protected by paywalls, which will deepen the gap between well-funded institutions and researchers from the Global South. To address this, universities, funders, and global organizations should invest in open-access AI tools or provide financial support to those with limited resources. Without such efforts, the digital divide may grow and worsen existing inequalities in academic publishing.

Another concern is the pressure to publish quickly. Writing will become quicker through AI. Such practice promotes a culture that values quantity than quality.

If scholars write through AI to produce large numbers of papers, it could overwhelm journal systems and peer reviewers.^{1, 6} To maintain academic standards, academic institutions should focus more on originality, depth, and contribution to knowledge rather than frequency or quantity.

Ethical Concerns and Regulatory Mechanisms

Academic writing that incorporates use of AI must take special caution to guard against ethical risks. One such serious worry is that misinformation. AI systems can sometimes produce false but convincing statements, incorrect data interpretations, or made-up citations.³⁻⁶ If such flaws are not identified and corrected, they can weaken the reliability of academic work.

Scholars must develop a habit of checking all AI-generated content against trusted sources. Similarly, Academic institutions should offer clear guidance on safe AI use, and publishers may need to set standards for how data is handled in AI-assisted manuscripts.

In addition to individual risks, broader challenges must be considered. The growing use of AI in writing may change how academic publishing works. Reviewers might find it difficult to judge whether a manuscript reflects the author's own thinking or relies too heavily on AI. Journals could also receive more submissions than they can manage. To respond, the academic community may need to revise peer review processes, use AI detection tools, or adjust expectations for reviewers.⁶

At a larger scale, clear and fair regulations are needed. These should involve universities, journals, funding agencies, and international organizations. For example, universities should teach AI literacy in their academic programs. Journals should ask authors to disclose how they used AI. Global associations should develop shared standards across disciplines and regions. Importantly, regulation should not ban AI use. Instead, it should encourage responsible, transparent, and fair practices. Academic freedom must be protected, but within a system that supports integrity, accountability, and inclusion.⁸

Responsive Use of Artificial Intelligence

Responsive use of AI in academic writing should be taken as an opportunity to rethink how humans and machines can work together. AI is not a scholar. It is a tool shaped by the data it learns from and the instructions it receives. Human insight, creativity, and critical thinking remain essential.

The optimal use of AI will likely result from blended approaches. AI allows routine operation such as proofreading, formatting citations, or developing outlines. Meanwhile, researchers focus on deeper works like asking meaningful questions, interpreting

results, and connecting ideas to broader academic discussions. In this way, AI strengthens human effort rather than replacing it. Scholars have to maintain ownership by controlling research and shaping its meaning.

Universities play a central role in promoting this collaborative mindset. Academic programs must instruct students how to utilize AI tools wisely and critically. This includes understanding how algorithms can be biased, identifying possible errors, and thinking about the ethical issues involved.⁹ If such preparation exists, scholars in the future will utilize tools from AI responsively and in innovative ways.

Academic culture must also adapt. Just as digital databases and citation software changed research practices, AI should be seen as part of the modern research toolkit. Researcher(s) should bear full responsibility for the originality of their manuscript, the accuracy and relevance of its content, and the appropriate referencing of published literature.¹ The goal is to enhance our knowledge production and dissemination. Using AI well means treating it as a helpful assistant, not a replacement for human thought.

AI is not something to panic about but rather a chance to reflect on what would improve academic writing. The solution may lie in creativity, ethical consideration, and ability to translate knowledge to human experience and value.

Conclusion and Future Directions

The use of AI in academic writing and publishing is becoming both widespread and influential. It challenges traditional ideas about authorship, originality, and scholarly pace, while opening new paths for inclusion, efficiency, and collaboration. A thoughtful approach does not reject AI, nor accept it without question. Instead, it calls for transparency, fairness, ethical reflection, and a renewed focus on human judgment.⁵ The authors or researchers should take full responsibility in at least three areas:

- Document generated by an AI system should be reviewed by the subject expert to ensure it is accurate, unbiased, relevant, and logically sound.
- Authors must take responsibility for checking its originality of the manuscript, precision in information, clarity in presentation, and proper citation of published materials.
- Authors must clearly state their use of AI and clearly mention which sections of the manuscript were written or co-written by AI.

To use AI responsibly, academia must rethink how authorship and integrity are defined, promote equity and productivity, and build ethical guidelines. These

guidelines should cover transparency in the use of AI. Academic institutions and journals should promote transparency and accountability in the use of AI by requiring researchers to disclose AI assistance in their academic work. They should provide education and training for the students and researchers on the ethical use of AI. They should also advocate for equitable access to AI driven research tools across institutions especially for those with fewer resources. The key issue is not whether AI is used, but how it is used, and whether scholars continue to act as careful and ethical stewards of knowledge in this new era. Thus, a comprehensive framework or policy should be developed and updated to govern the responsive use of AI in academic writing, publication, and promote continuous communication among students, researchers, and ethicists.

References

1. Cheng A, Calhoun A, Reedy G. Artificial intelligence-assisted academic writing: recommendations for ethical use. *Advances in Simulation*. 2025 Apr 18;10(1):22. [PubMed](#)
2. Ateriya N, Sonwani NS, Thakur KS, Kumar A, Verma SK. Exploring the ethical landscape of AI in academic writing. *Egyptian Journal of Forensic Sciences*. 2025 May 21;15(1):36. [DOI](#)
3. Kocak Z. Publication ethics in the era of artificial intelligence. *Journal of Korean Medical Science*. 2024 Aug 26;39(33). [DOI](#)
4. Khalifa M, Albadawy M. Using artificial intelligence in academic writing and research: An essential productivity tool. *Computer Methods and Programs in Biomedicine Update*. 2024 Jan 1;5:100145. [DOI](#)
5. Hosseini M, Rasmussen LM, Resnik DB. Using AI to write scholarly publications. *Accountability in research*. 2024 Dec 6;31(7):715-23. [PubMed](#)
6. Watson S, Brezovec E, Romic J. The role of generative AI in academic and scientific authorship: an autopoietic perspective. *AI & society*. 2025 Jan 8:1-1. [DOI](#)
7. Chetwynd E. Ethical use of artificial intelligence for scientific writing: current trends. *Journal of Human Lactation*. 2024 May;40(2):211-5. [PubMed](#)
8. Hosseini M, Resnik DB, Holmes K. The ethics of disclosing the use of artificial intelligence tools in writing scholarly manuscripts. *Research Ethics*. 2023 Oct;19(4):449-65. [PubMed](#)
9. Kurtz G, Amzalag M, Shaked N, Zaguri Y, Kohen-Vacs D, Gal E, Zailer G, Barak-Medina E. Strategies for integrating generative AI into higher education: Navigating challenges and leveraging opportunities. *Education Sciences*. 2024 May 7;14(5):503. [DOI](#)