



## Generative AI in Academic Writing: A Systematic Review of Faculty Expectations, Emerging Practices, and Higher Education Implications

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### Abstract

In the field of academic writing, the swift integration of Generative Artificial Intelligence technologies has revolutionized the landscape in higher education, presenting opportunities and challenges for universities across the globe. This systematic review explores the expectations of university faculty concerning the use of GenAI in academic writing and the practices that are emerging. The PRISMA 2020 framework was used to search from databases for peer-reviewed studies published between 2022 and 2026 in the Scopus, Web of Science, ERIC, ScienceDirect, and SpringerLink databases. The results show that overall, faculty members are positive about how they are using GenAI to support brainstorming, language editing and polishing, and research assistance, but they are worried about plagiarism or fabricated citations, attribution, and the loss of critical thinking abilities. From the literature, ethical usage, transparency, human oversight, and academic integrity are the four key faculty expectations that were identified. At the same time, the review found that there are emerging practices in the field of AI-supported writing, which are outpacing institutional policies and governance in many cases and therefore inducing an expectation-practice gap. The study concludes that AI literacy, faculty development, institutional governance and evidence-based policy are also emphasized as critical to the responsible incorporation of GenAI in higher education. The results have significant implications for universities, especially in developing countries like Nepal, which must balance technological innovation and academic honesty and scholarship.

### **Motivation of the Study**

A three-day faculty Professional development program was organized by Department of Research Management Cell Sanothimi Campus, Sanothimi Bhaktapur on the topic *Research Article Writing and the Pedagogical Application of Artificial Intelligence in Academia*. I was also one of the participants in that program. As part of the program, I was exposed to the emerging application of Generative Artificial Intelligence (GenAI) in academic writing, and heard diverse opinions from the participants, resource persons, and presenters on the proper utilization of GenAI. Some were of the opinion that GenAI is an effective solution to enhance the quality of writing, language and research productivity, while others raised concerns about plagiarism, academic integrity, ethical responsibility, and lack of clear institutional guidelines. These divergent perspectives fueled my curiosity about the perspectives and utilization of GenAI among university faculties in academic writing. These contrasting viewpoints inspired me to do an empirical study entitled with "*Generative AI in Academic Writing: A Systematic Review of Faculty Expectations, Emerging Practices, and Higher Education Implications*." Then I finalize the roadmap of the study, and developed structured questionnaire and distributed to more than sixty faculty members who associated with Tribhuvan University via a google form and field visit. Despite repeated requests and follow-up efforts, only a few responses were received. In addition, several responses were incomplete or appeared to contain inconsistent information, making the dataset inappropriate for meaningful empirical analysis. Proceeding with such limited and unreliable data would have compromised the validity, reliability, and credibility of the study. Instead of presenting results of the study because of the lack of evidence, I decided to redesign the study as review paper. This is my decision to do methodologically sound and evidence-based research because the present review brings together a range of peer-reviewed studies from across diverse higher education settings to explore the current state of knowledge regarding the role of GenAI in the academic writing process in a systematic way, thereby offering a broad overview of faculty expectations, new practices, opportunities, ethical considerations, and research gaps. I think this is a far more reliable and comprehensive way of gaining a better understanding of the changing nature of GenAI in higher education and provides some evidence to support future research, institutional policy, and responsible use of AI in academic writing.

### **Introduction**

With the arrival of Generative Artificial Intelligence (GenAI), academic writing and scholarly communication have seen a radical shift in higher education, especially in the field of research and writing (Bozkurt, 2023; Michel-Villarreal et al., 2023; Jensen et al., 2024). According to Kasneci et al. (2023), Large Language Models (LLMs) and Artificial Intelligence (AI) writing tools have quickly integrated into the academic routines of students, researchers and university professors around the world since the public launch of ChatGPT at the end of 2022. The recent developments have seen these technologies utilized in various capacities (Liu et al., 2023) for literature searches, idea generation, summarization, language refinement, paraphrasing, citation support, and manuscript preparation, all of which have had an impact on traditional writing processes and research

workflows (Gabay et al., 2026; Shabir, 2025; Pereira et al., 2023). The GenAI systems have the potential to create complex human-like text and to mimic higher order cognitive functions that are linked to academic knowledge production and communication (UNESCO, 2023; Preiksaitis & Rose, 2023), which are not the main focus of previous educational technologies.

The widespread adoption of GenAI technologies has sparked optimism about their ability to enhance academic productivity, the quality of academic writing, and accessibility (Imran & Almusharraf, 2023; García-Martínez et al., 2023). So far, there is evidence that GenAI can help on several phases of the writing process, from brainstorming, outlining, drafting, revising, and editing scholarly texts (Gabay et al., 2026; Pereira et al., 2023). The same way, the latest systematic evidence shows that AI-powered writing tools have a positive impact on grammatical accuracy, text cohesiveness, writing fluency, and personalized feedback, especially for multilingual academics and new researchers who are struggling with the complexities of academic writing conventions (Baidoo-Anu & Owusu Ansah, 2023; Shabir, 2025). Empirical studies also reveal that higher education students are increasingly using tools like ChatGPT to organize arguments, structure information and to support collaborative writing tasks in higher education settings (Wang & Ren, 2024; Lin et al., 2023).

However, the use of GenAI in academic writing continues to be one of the most controversial topics in higher education today. The issues of academic integrity, authorship, originality, transparency and intellectual ownership remain the main topics of discussion among scholars and institutions. The generation of inaccurate information and fabricated citations (hallucinations) is one of the most commonly reported problems that may compromise the credibility and reliability of scholarly work if misused (Gabay et al., 2026). Additionally, educators have raised concerns about the potential for overreliance on AI-generated content (Lo, 2023), which could negatively impact students' critical thinking, disciplinary writing abilities, and ability to engage with academic material (Gustilo et al., 2024; Jarrah et al., 2023). Furthermore, the current level of AI detection tools does not provide complete reliability, making it more difficult to differentiate between legitimate academic support and academic dishonesty and plagiarism (Gabay et al., 2026; Gordon et al., 2024).

In this quickly changing context, university academics are at the heart of defining the ethical, pedagogical and disciplinary limits of the use of GenAI for academic writing. The role of faculty goes beyond teaching; they are the guardians of scholarly standards, research integrity and discipline norms. Recent research has shown that faculty attitudes towards GenAI are both positive and negative. According to Dwivedi et al. (2023), while many teachers recognize the potential of GenAI in various areas of writing support, curriculum design, and assessment innovation, they also have concerns about learning outcomes, assessment validity, academic integrity and the role of human intellectual contribution (de Silva et al., 2026). Likewise, faculty adoption of GenAI has been studied to be shaped by the perceived usefulness, institutional trust, social influence, and supportive governance frameworks and institutional policies (Shata & Hartley, 2025; Xia et al., 2024).

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Additionally, there is a significant diversity in faculty perceptions of both what constitutes appropriate and ethical applications of GenAI in academic writing and proper use of GenAI in graduate student writing. There is also a considerable amount of literature that shows differences in faculty perceptions of appropriate and ethical uses of GenAI in academic writing, and proper use of GenAI in graduate student writing. Many teachers advocate for AI tools to generate ideas, edit language, offer feedback, and assist with writing but are not enthusiastic about AI completing entire assignments, writing papers or research articles without any or significant human input or oversight (Cheng et al., 2025). Hence there is a growing focus on transparency, disclosure of AI-generated support, verification of produced content, and highlighting human judgment during the academic writing process (UNESCO, 2023; Jarrah et al., 2023). These are expectations that are shared with questions about the future of authorship, expertise and scholarly responsibility in a world of highly capable and sophisticated machines creating text that is hard for humans to tell apart (Tlili et al., 2023).

While the research on the use of GenAI in higher education has grown considerably in recent years, current evidence has been scattered across a range of areas including technological adoption, academic integrity, student perceptions, and pedagogical innovation (Bearman et al., 2023). Previous reviews have focused on the significance, obstacles, and moral complexities of GenAI in education in general and on the impact of GenAI on academic writing specifically (Lund et al., 2023), but few have examined how university faculties and the new practices of GenAI-assisted academic writing align (Gill et al., 2023). Existing reviews have focused on the significance, obstacles, and moral complexities of GenAI in education broadly, while comparatively little attention has been paid to synthesizing expectations from university faculty and the new practices of GenAI-assisted academic writing (Jensen et al., 2024). This is especially significant, as faculty norms can influence institutional policies, evaluations, ethical considerations, and pedagogical approaches to incorporating AI into higher education.

Therefore, this systematic review aims to synthesize the existing body of evidence regarding university faculty expectations and emerging practices related to GenAI in academic writing. Specifically, the review seeks to examine how faculty conceptualize responsible AI use, identify dominant patterns of GenAI-supported writing practices, and explore the pedagogical, ethical, and institutional implications arising from the interaction between expectations and practice. By integrating findings across diverse educational contexts, this review intends to contribute to the development of evidence-informed policies, ethical guidelines, and governance frameworks that support the responsible integration of GenAI technologies into higher education academic writing.

### **Research Questions**

Main research questions are listed below:

- i. What are the key expectations of university faculty regarding the responsible use of Generative AI in academic writing?
- ii. What emerging practices characterize the use of Generative AI in academic writing within higher education?

- iii. How do emerging GenAI-assisted academic writing practices align with or diverge from university faculty expectations?
- iv. What pedagogical, ethical, and institutional implications emerge from the integration of Generative AI into academic writing in higher education?

### Methodology

In this paper, to ensure methodological transparency, methodological rigor, and reproducibility in the review process, the review was carried out following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines (Page et al., 2021). The identification of papers via databases and registers was shown below in the figure.

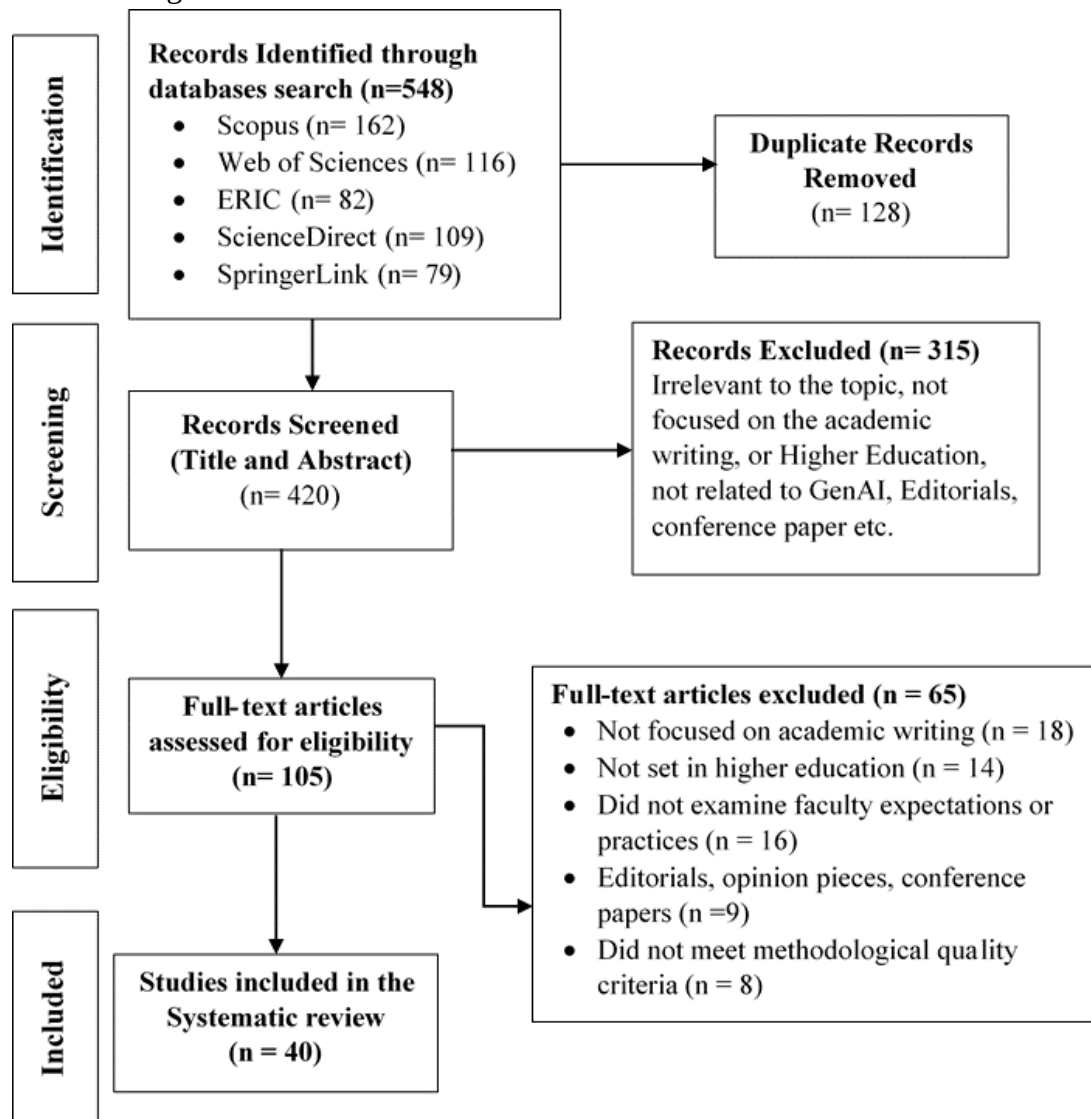


Figure 1: PRISMA 2020 Flow Diagram of Study Selection

The Systematic Literature Review (SLR) approach was deemed suitable given that the studies of GenAI in higher education have grown in number since its public release in late 2022, creating a wide and varied literature that covers various topics related to faculty perceptions, academic integrity, technology adoption, and new writing practices.

A thorough literature search was carried out using five major scholarly databases: Scopus, Web of Science, ERIC, ScienceDirect and SpringerLink. The choice of these databases was made due to their wide coverage of higher education, educational technology, artificial intelligence and academic writing research which is published in peer-reviewed journals. The search targeted literature published from January 2022 to June 2026 to ensure that new research and studies were included, reflecting the rapid increase in the use of GenAI technologies in academic research. The keywords for GenAI, academic writing, faculty perspectives, and higher education were combined using Boolean operators. The key search terms used were 'Generative AI', 'ChatGPT', 'Large Language Models', 'academic writing', 'research writing', 'faculty', 'lecturers', 'professors', 'expectations', 'perceptions', 'practices' and 'higher education'. Backward and forward citation tracking was also carried out to find any further relevant studies.

There were explicit inclusion and exclusion criteria that were set before the screening process. Research papers were selected for inclusion if they were peer-reviewed, English-language journals published between 2023 and 2026, and included a focus on higher education and the use of GenAI in academic writing or scholarly communication in the context of faculty expectations, perceptions, practices or institutional responses. The following exclusion criteria were applied: only studies that are limited to grade K-12 education were excluded; only articles or studies focused on non-academic uses of AI were included; only editorials, conference abstracts, opinion papers and duplicate publications were excluded.

For the selection of studies, the PRISMA process was used, which consists of four steps: identification, screening, eligibility assessment, and final inclusion (Page et al., 2021). Records retrieved were exported to a reference management program to perform duplicate removal, title and abstract screening, and a full text analysis based on predetermined criteria. All the included studies were subjected to a quality assessment adapted from well-established procedures for educational systematic reviews (Kitchenham & Charters, 2007) to ensure methodological quality. The data were collected using a standardized framework that documents the characteristics of the publications and the geographical context, profiles of the participants, methodology, tools of GenAI, and findings. Data extracted were analyzed using thematic synthesis (Thomas & Harden, 2008) to highlight the common themes and patterns that emerged from the studies. The results were finally clustered into faculty expectations of responsible use of AI, emerging AI-assisted writing practices, ethical and academic integrity issues, and institutional implications for policy and governance.

### **Result and Discussion**

In this section the results from the selected studies are presented here and the evidence was analyzed using thematic analysis, which resulted in four main themes identified: expectations of university faculty on the use of GenAI in academic writing, new writing practices emerging with the use of GenAI, discrepancies between faculty expectations and actual uses and pedagogical, ethical, and institutional implications of adopting GenAI. The results contribute to understanding the trends, opportunities, and challenges, as well as the



expectation-practice gap regarding the responsible use of Generative AI for academic writing.

### **University Faculty Expectations Regarding GenAI in Academic Writing**

In this theme, four key expectations: ethics, transparency, human oversight, and academic integrity were drawn out as the core themes from the thematic analysis. The expectations reflect the increasing demand for AI to be a tool for assistance and support in critical thinking and scholarly responsibility, rather than a replacement.

#### ***Ethical Use***

The reviewed studies consistently indicate that university faculty members perceive Generative Artificial Intelligence as an assistive technology rather than a replacement for human intellectual effort in academic writing (Khlaif et al., 2024; Zhai, 2024; Garcia, 2025; Ofosu-Ampong, 2024). Faculty generally support the use of GenAI for activities such as brainstorming, language refinement, and preliminary writing support, provided that these technologies do not replace critical thinking, scholarly reasoning, or independent knowledge construction (Jarrah et al., 2023). This finding suggests that educators increasingly distinguish between acceptable forms of technological assistance and inappropriate forms of intellectual outsourcing. Such expectations are particularly relevant in Nepalese higher education institutions, where concerns regarding maintaining educational quality and academic standards remain central to ongoing digital transformation efforts. Rather than opposing the use of GenAI entirely, the emerging consensus appears to favor responsible use (Lee & Schallert., 2024) that enhances human capabilities while preserving intellectual ownership and scholarly accountability (de Silva et al., 2026).

#### ***Transparency***

Transparency emerged as one of the most frequently reported faculty expectations across the reviewed literature. Several studies emphasize that educators expect students and researchers to disclose the use of AI tools when they contribute to idea generation, drafting, editing, or content development (UNESCO, 2023; Garcia, 2025). Faculty members often view disclosure as essential for preserving trust, accountability, and fairness within scholarly communication. The findings further suggest that transparency serves as an important mechanism for distinguishing legitimate academic support from practices that may compromise scholarly integrity. Within the Nepalese context, where formal institutional policies regarding AI use are still evolving (Chan., 2023), clear disclosure practices may become particularly important for establishing common academic standards (Lin., 2024) and avoiding ambiguity regarding acceptable AI-assisted writing practices (Crompton & Burke, 2024). Consequently, transparency is likely to become a foundational principle in future university guidelines concerning GenAI use in research and academic writing.

#### ***Human Oversight***

A strong consensus across the literature highlights the necessity of maintaining human oversight throughout the academic writing process. Faculty members consistently argue that responsibility for factual accuracy, interpretation, argumentation, and scholarly judgment should remain with human authors rather than AI systems (Ofosu-Ampong,

2024; UNESCO, 2023; Zhai, 2024). Although GenAI can generate sophisticated and coherent text, educators emphasize that these systems lack disciplinary understanding, contextual awareness, and ethical reasoning required for scholarly work. The findings therefore reinforce the perception of GenAI as a collaborative writing partner rather than an autonomous author (Khlaif et al., 2024). This expectation may hold particular significance in Nepalese universities, where faculty members often place considerable value on originality, analytical reasoning, and authentic learning experiences. Human oversight thus functions not only as a quality assurance mechanism but also as a safeguard against the uncritical acceptance of inaccurate or misleading AI-generated content.

### ***Academic Integrity***

Academic integrity emerged as the most influential factor shaping faculty expectations regarding GenAI use in academic writing (Cotton et al., 2024). Concerns regarding plagiarism, fabricated references, inappropriate authorship attribution, and diminished originality were repeatedly identified across the reviewed studies (Gustilo et al., 2024; Gabay et al., 2026; UNESCO, 2023). Faculty members generally distinguish between acceptable uses of AI for language support and unacceptable practices involving the generation of complete assignments, research arguments (Rudolph et al., 2023), or scholarly outputs with minimal human contribution (Jarrah et al., 2023). This distinction reflects broader concerns regarding the preservation of authenticity, accountability, and intellectual responsibility within higher education. For Nepalese universities, where formal AI governance frameworks remain in their early stages, academic integrity considerations are likely to become increasingly important as GenAI adoption expands among students and researchers. The findings therefore suggest that institutions should prioritize the development of clear ethical guidelines and assessment strategies capable of supporting innovation while safeguarding the core values of academic scholarship (Khlaif et al., 2024).

### **Emerging Practices of GenAI-Assisted Academic Writing**

In this theme, four key expectations like brainstorming, drafting, editing, summarizing, and citation tasks by faculty and researchers. These are new practices emerging that show how GenAI can enhance writing efficiency, but also highlight some questions about responsible and ethical use.

### ***Brainstorming***

The reviewed literature indicates that brainstorming represents one of the most widely accepted and frequently adopted applications of Generative AI in academic writing (Imran & Almusharraf, 2023; Pereira et al., 2023). Students, researchers, and faculty increasingly use AI tools to generate research ideas, formulate research questions, identify potential arguments, and explore alternative perspectives during the early stages of scholarly writing (Garcia, 2025; Wang & Ren, 2024). Unlike automated content production, brainstorming activities are generally perceived as supporting rather than replacing human creativity and intellectual engagement. Faculty members therefore tend to view this application positively because it stimulates idea generation while preserving human ownership of knowledge construction. Within Nepalese higher education, where access to extensive academic mentoring and research support may vary across institutions,



GenAI-assisted brainstorming may offer an important opportunity to support novice researchers and postgraduate students in developing research ideas and improving scholarly confidence.

### ***Draft Generation***

Draft generation has emerged as one of the most transformative yet controversial uses of GenAI in academic writing. The literature suggests that many users employ AI systems to create outlines, generate preliminary drafts, structure arguments, and organize manuscript sections (Gabay et al., 2026; Garcia, 2025). These practices can substantially reduce writing time and lower barriers associated with writer's block and linguistic challenges. However, faculty perspectives toward draft generation remain cautious because excessive dependence on AI-generated text may weaken critical thinking, analytical reasoning, and authentic scholarly voice (Jwair et al., 2025; de Silva et al., 2026). In Nepal, where academic writing skills and research publication culture continue to develop within many higher education institutions, the use of AI-generated drafts presents both opportunities and risks. While GenAI may support researchers in overcoming technical and linguistic barriers, institutions may need clear guidance regarding acceptable levels of AI contribution to maintain academic standards and originality.

### ***Editing***

Editing and language refinement constitute some of the most accepted applications of GenAI in higher education. The reviewed studies consistently report the use of AI tools for grammar correction, sentence restructuring, readability enhancement, and stylistic improvement (Imran & Almusharraf, 2023; Shabir, 2025; Garcia, 2025). Faculty members generally perceive these functions as extensions of traditional proofreading and language support technologies rather than threats to academic integrity. Such applications may be particularly beneficial for multilingual scholars and researchers publishing in English-medium international journals. This issue holds considerable relevance in Nepal, where English serves as the dominant language of international academic publishing despite being a second language for most scholars. Consequently, GenAI-assisted editing may contribute to improving the visibility and accessibility of Nepalese research within global academic communities.

### ***Summarization***

Summarization has become an increasingly common practice in GenAI-assisted academic writing. Researchers frequently employ AI tools to condense lengthy articles, extract key findings, identify themes, and facilitate literature review processes (Pereira et al., 2023; Wang & Ren, 2024; Gabay et al., 2026). Such applications improve efficiency in managing the rapidly expanding volume of scientific literature and may support more effective knowledge synthesis. Nevertheless, faculty concerns persist regarding the potential loss of contextual nuance, methodological detail, and theoretical complexity when relying heavily on AI-generated summaries. Within Nepalese higher education, where access to subscription databases and research support resources may be uneven across institutions, summarization tools may help researchers navigate extensive literature

more effectively. However, the findings suggest that these tools should complement rather than replace close reading and critical analysis of original scholarly sources.

### ***Citation Support***

Citation support represents one of the fastest-growing but most problematic applications of GenAI in academic writing. AI systems are increasingly used to generate references, recommend citations, and format bibliographies according to various citation styles (Gabay et al., 2026; Garcia, 2025). Although these functions improve efficiency and reduce technical workload, numerous studies report concerns regarding fabricated references, inaccurate bibliographic information, and nonexistent sources generated by AI systems (Jarrah et al., 2023). Faculty members therefore consistently emphasize the need for careful verification of all AI-generated citations before inclusion in scholarly work. This issue may be particularly important for Nepalese researchers and postgraduate students, many of whom are still developing expertise in academic referencing and scholarly writing conventions. Consequently, citation support should be viewed as an assistive rather than authoritative function, with ultimate responsibility for accuracy remaining with the human author.

### ***Alignment and Divergence between Faculty Expectations and Emerging Practices***

The studies reviewed show convergence as well as some divergence between the expectations of university faculty and actual use of Generative AI for academic writing. Faculty members are supportive of AI for assistive purposes, but have reservations about its extensive use for content creation and authorship, as well as plagiarism. The results reveal an expectation-practice gap, resulting in the need for more explicit institutional guidance and responsible governance of AI.

### ***Areas of Agreement***

The review findings reveal substantial alignment between university faculty expectations and the emerging practices of GenAI-assisted academic writing in several low-risk and supportive applications (Jensen et al., 2024). Faculty members generally support the use of Generative AI for brainstorming, language editing, grammar correction, idea organization, and preliminary literature exploration, provided that these activities do not replace human intellectual engagement or scholarly judgment (Garcia, 2025; Shabir, 2025). Both educators and users increasingly perceive these functions as extensions of existing academic support tools that improve efficiency without fundamentally compromising academic integrity (Khlaif et al., 2024). This convergence suggests that a shared understanding is gradually emerging regarding the role of GenAI as a cognitive support mechanism rather than an autonomous producer of scholarly knowledge. Within the Nepalese higher education context, such agreement may facilitate the gradual integration of AI technologies into teaching, learning, and research practices while minimizing resistance to technological innovation.

### ***Areas of Concern***

Despite these areas of convergence, the literature also identifies several domains where faculty expectations and emerging practices diverge considerably. Faculty members frequently express concerns regarding the increasing use of GenAI for producing complete assignments, constructing research arguments, generating literature reviews, and drafting

substantial portions of scholarly manuscripts with limited human contribution (Gustilo et al., 2024; Gabay et al., 2026). Such practices challenge traditional understandings of authorship, originality, and scholarly responsibility and raise questions regarding the educational value of AI-assisted knowledge production (de Silva et al., 2026). Moreover, educators remain concerned that excessive dependence on AI-generated content may reduce opportunities for developing critical thinking, disciplinary writing competence, and analytical reasoning skills (Zhai, 2024). These concerns may be particularly significant in Nepalese universities, where strengthening research culture and academic writing capacity remains an important institutional priority.

Another major concern relates to the reliability and accuracy of AI-generated outputs. Several studies report that GenAI systems occasionally produce fabricated references, inaccurate interpretations, and misleading information while presenting these outputs with high levels of linguistic confidence (Gabay et al., 2026; UNESCO, 2023). Faculty members therefore express reservations regarding the uncritical acceptance of AI-generated content, particularly among novice researchers and students who may lack sufficient disciplinary expertise to identify errors or inconsistencies.

### ***Expectation-Practice Gaps***

The most significant finding emerging from this review is the existence of an expectation-practice gap regarding the responsible use of GenAI in academic writing. While faculty expectations consistently emphasize transparency, disclosure, human oversight, and intellectual accountability, actual practices appear to evolve more rapidly than institutional guidance and governance mechanisms (Crompton & Burke, 2024; Ofosu-Ampong, 2024; Garcia, 2025). Evidence suggests that many users employ AI technologies in ways that extend beyond the applications considered acceptable by faculty members, particularly in relation to content generation and citation production (Jwair et al., 2025).

The review further indicates that disclosure practices remain inconsistent across institutions and disciplinary contexts. Although faculty increasingly advocate for explicit acknowledgment of AI assistance, there is currently no universal agreement regarding how such disclosure should occur or what level of AI contribution warrants formal recognition. This lack of consensus creates uncertainty for both educators and students and may contribute to inconsistent academic practices.

Within Nepalese higher education institutions, this expectation–practice gap may be amplified by the absence of comprehensive AI policies, limited faculty training opportunities, and varying levels of digital literacy among educators and students. Consequently, the challenge facing universities is not merely whether GenAI should be adopted, but how institutional frameworks can support responsible innovation while preserving academic integrity and scholarly rigor. Bridging this gap will likely require collaborative efforts involving faculty development, AI literacy initiatives, transparent guidelines, and context-sensitive governance mechanisms capable of responding to the rapidly evolving landscape of Generative AI in higher education (Dwivedi et al., 2023).

### **Pedagogical, Ethical, and Institutional Implications**

The reviewed studies highlight that the growing use of Generative AI in academic writing has important pedagogical, ethical, and institutional implications. The results underpin the importance of fostering AI literacy across the institution, engaging with faculty professional development, building robust governance structures, and crafting policies and strategies to integrate GenAI responsibly and ethically in higher education (Farrokhnia et al., 2024; Liu, Chan, & Chiu., 2024).

### ***AI Literacy***

The findings of this review suggest that effective and responsible integration of Generative Artificial Intelligence into academic writing requires substantial investment in AI literacy among both faculty members and students (Lin et al., 2023; Xia et al., 2024). Existing studies indicate that technical familiarity with AI tools alone is insufficient for their ethical and effective use in higher education contexts (UNESCO, 2023; Garcia, 2025). Instead, users require competencies related to prompt design, source verification, critical evaluation of generated content, bias recognition, and responsible decision-making (Zhai, 2024). Faculty members increasingly emphasize that students should develop the ability to distinguish between appropriate academic assistance and overreliance on automated content generation. Within Nepalese higher education institutions, where levels of digital competence and technological exposure vary considerably across universities and disciplines, AI literacy may become an essential component of twenty-first century academic skills (García-Martínez et al., 2023). Consequently, integrating AI literacy into research methodology courses, academic writing programs, and postgraduate training initiatives may help prepare students and researchers for responsible engagement with emerging technologies.

### ***Faculty Development***

The review further highlights faculty development as a critical requirement for the successful integration of GenAI into higher education. Many educators report uncertainty regarding acceptable AI practices, assessment redesign, authorship attribution, and the pedagogical implications of AI-assisted learning environments (Khlaif et al., 2024; Jwair et al., 2025; Ofosu-Ampong, 2024; Shata & Hartley, 2025). Without adequate institutional support, faculty members may struggle to establish consistent expectations or effectively guide students in the responsible use of AI technologies. This challenge may be particularly relevant in Nepal, where opportunities for professional development related to educational technologies and artificial intelligence remain limited in many institutions. Faculty development programs focusing on AI pedagogy, ethical governance, assessment innovation, and disciplinary applications may therefore play an important role in strengthening institutional readiness and reducing uncertainty surrounding GenAI adoption.

### ***Governance***

Institutional governance emerged as another significant implication of the review findings. The rapid pace of GenAI adoption has outpaced the development of formal regulations and institutional guidelines in many universities worldwide (Crompton & Burke, 2024; Dwivedi et al., 2023; UNESCO, 2023). As a result, faculty members and

students often operate in environments characterized by uncertainty regarding acceptable use, disclosure requirements, and authorship responsibilities. The reviewed literature suggests that effective governance frameworks should balance innovation with accountability by providing clear guidance (Moorhouse et al., 2023) while avoiding overly restrictive approaches that may hinder beneficial educational applications of AI technologies. For Nepalese higher education institutions, where formal policies governing AI use remain largely absent or underdeveloped, the establishment of transparent governance structures may become increasingly important for maintaining academic integrity and ensuring equitable access to technological opportunities (Xia et al., 2024).

### ***Policy Recommendations***

The findings of this review indicate that policy development should move beyond simplistic narratives of either unrestricted adoption or complete prohibition of Generative AI in academic writing. Instead, universities may benefit from policies that promote responsible and transparent AI use while preserving the core values of higher education, including originality, intellectual honesty, and scholarly rigor. Several studies recommend the development of institution-wide guidelines addressing disclosure practices, authorship attribution, citation verification, and acceptable levels of AI assistance in academic work (Crompton & Burke, 2024; UNESCO, 2023; Gustilo et al., 2024). In the Nepalese context, policy frameworks should be sufficiently flexible to accommodate rapid technological developments while remaining sensitive to local institutional capacities and educational priorities. Collaborative policy development involving faculty members, researchers, students, and institutional leaders may therefore provide a more sustainable foundation for integrating GenAI into academic writing practices. Ultimately, effective policies should not aim to eliminate AI from higher education but rather to ensure that technological innovation strengthens rather than undermines the educational mission of universities (Dwivedi et al., 2023; Xia et al., 2024).

### **Conclusion**

As Generative Artificial Intelligence (GenAI) rapidly gains ground, it has signaled a significant shift in the landscape of academic writing in higher education institutions around the globe. The aim of this systematic review was to collate and integrate the results of the current studies on faculty expectations and new practices for the use of GenAI tools in academic writing, focusing on implications for universities in contexts like Nepal. The results showed that the faculty members' attitudes towards GenAI are generally balanced and pragmatic, acknowledging its positive potential for boosting academic productivity and writing quality while also stressing the importance of maintaining academic integrity and accountability and the role of the human narrative.

Four main expectations were highlighted in the review regarding faculty attitudes toward the use of GenAI: ethical use, transparency, human oversight, and academic integrity. Overall, faculty members are well-versed in the benefits of using AI tools and technologies in a complementary way rather than as substitutes for human intellectual engagement and critical thinking in the activities to which they can be applied, including brainstorming, language refinement, and writing assistance. Meanwhile, the ethical issues of plagiarism, fabricated references, improper authorship, and too much reliance on AI-

generated content persist in shaping institutional and pedagogical responses to the integration of GenAI.

The results also show that the emerging academic writing practices with GenAI are changing faster than institutional policies and governance. There is general consensus on the role of AI in supporting technical roles, but there is a significant difference in opinions about using AI to create content, notifying users, and the acceptable limit of AI support. This expectation-practice mismatch is one of the greatest challenges that higher education institutions face today and it is important to draw attention to the need for greater clarity for institutions and shared academic norms.

The review also highlights the need for efforts to increase AI literacy, enhance faculty development, create proper governance frameworks and draw up evidence-based AI governance policies that can aid responsible integration of AI into the fabric of institutions. These priorities could be especially relevant for the universities in Nepal, which are striving to implement technological innovations while upholding academic standards and quality in the evolving landscape of education.

Therefore, the conclusion is that in the future academic writing in higher education should not be viewed as an opposition between human intelligence and artificial intelligence (Chiu., 2024). However, it is not about creating a new model of collaboration; it is about building models that allow Generative AI to facilitate human creativity, productivity, and academic research without compromising the core principles of higher education such as originality, intellectual honesty, critical thinking, and academic integrity. As Generative AI continues to transform the landscape of academic writing and scholarly communication, future studies can delve deeper into how the technology manifests in different disciplines, across various cultures, and in the evolving academic environments.

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### **Conflict of Interest**

The author(s) declare that there are no conflicts of interest related to this article.

### **Ethical Approval**

The ethical aspects of this study were approved by the Innovation Publication Ethics Committee. The journal's publication policies adhere to the ethical standards established by the Committee on Publication Ethics (COPE).

### **Provenance and Peer Review**

This article was not commissioned. It was externally peer-reviewed using a double-blind peer review process.



### **Data Availability Statement**

The data supporting the findings of this study are available from the corresponding author upon reasonable request. The data are not publicly available due to privacy and ethical restrictions.

### **Data Sharing Statement**

No additional data are available related to this study.

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### **AI Disclosure**

The authors used GenAI (OpenAI) tools to assist with language editing, improving clarity, and organizing the manuscript. All interpretations, analyses, conclusions, and the final content were developed, verified, and approved by the authors, who take full responsibility for the accuracy and integrity of the work. This AI disclosure is concise, transparent, and consistent with the policies of many international journals regarding the use of generative AI in manuscript preparation.

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