

Capacity Building and Retention of Human Resource: The Challenges and Opportunities in Nepalese Community Campuses

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ABSTRACT

Community campuses in Nepal face significant human resource challenges, particularly in recruitment, retention, and capacity building, due to limited financial resources and lack of professional development opportunities. Addressing these issues through HR innovations, such as digital tools and collaborative partnerships, is essential for enhancing institutional sustainability and employee well-being. This study aims to analyze the human resource challenges, policies, and innovative strategies for improving recruitment, capacity building, and staff retention in resource-constrained community campuses in Nepal. The study employs a qualitative review design, analyzing secondary data from peer-reviewed sources to explore recruitment, capacity building, and retention challenges in Nepalese community campuses using a thematic approach and ethical standards. This study is significant in improving human resource management in Nepalese community campuses by addressing capacity building, staff retention, and HR strategies, ultimately enhancing academic quality, equity, and inclusivity. Key findings highlight the human resource challenges in Nepalese community campuses, including recruitment and retention issues, insufficient professional development, and ineffective HR policies, while suggesting innovative strategies like peer mentoring, online training, and partnerships to enhance capacity-building and staff retention. In conclusion, Nepalese community campuses can address HR challenges by adopting innovative, cost-effective strategies and aligning HR policies with faculty needs to foster professional growth and ensure long-term sustainability.

Keywords: *human resource management, capacity building, staff retention, community campuses, Nepalese higher education, HR policies and practices*

INTRODUCTION

Background of the Study

Community campuses in Nepal have emerged as vital institutions providing accessible and affordable education to students from marginalized and underserved communities. Governed and managed by local communities, these campuses cater to diverse populations with limited financial resources. However, despite their significance in promoting educational equity, community campuses face pressing challenges in managing human resources effectively. The recruitment, capacity building, and retention of faculty and administrative staff remain critical issues impacting their ability to achieve academic and institutional objectives (Sharma, 2001; Shrestha, 2019). Recruitment and retention of qualified faculty and staff are among the most prominent HR challenges. Community campuses often operate under tight budgets, relying on student fees and community donations for financial sustainability (Upreti, Sharma, & Kolas, 2018; World Bank, 2017). As a result, these institutions struggle to offer competitive salaries and benefits, leading to high turnover rates and an inability to attract and retain skilled personnel (Gautam & Gautam, 2019). Moreover, the absence of structured recruitment policies and transparent hiring processes exacerbates inequities and dissatisfaction among employees (UGC, Nepal 2021; Nepal, 2021). These challenges underscore the need for strategic interventions to ensure a stable and competent workforce in community campuses.

Capacity building is another significant area requiring attention. Faculty and staff often lack access to professional development programs, workshops, and training sessions to enhance their skills and adapt to changing educational trends (Pandey, 2013; Asian Development Bank [ADB], 2015). Insufficient investment in training and development results in gaps in teaching quality, administrative efficiency, and research output (Tribhuvan University, 2022; Omdena, 2023). Furthermore, the lack of institutional frameworks for continuous learning hampers innovation and limits the professional growth of employees. This shortfall highlights the urgency of integrating systematic capacity-building initiatives into HR strategies (ADB, 2015). Despite these challenges, there are notable opportunities for HR innovation in community campuses. Technology-driven HR solutions, such as digital performance management tools and e-learning platforms for staff development, can address resource constraints while fostering efficiency and engagement (World Bank, 2021). Collaboration between community campuses and local, national, and international stakeholders presents another opportunity to secure funding, expertise, and resources

for HR improvement (UGC, 2021; Pradhan, Shrestha, & Wagle, 2024). Additionally, the introduction of merit-based promotion systems, wellness programs, and incentives aligned with institutional goals can significantly enhance employee satisfaction and retention (World Bank, 2017). The role of HR in balancing institutional growth and individual well-being is particularly important in the Nepalese context. The socio-economic and cultural diversity of students and staff, coupled with regional disparities in educational access, necessitates a nuanced approach to HR management (Nepal, 2021). Addressing these issues is not only critical for the sustainability of community campuses but also for their broader contribution to national educational goals and social development. Effective HR practices can create a supportive environment that empowers staff, fosters innovation, and ensures the consistent delivery of quality education.

This study aims to comprehensively analyse the HR challenges faced by Nepalese community campuses, with a particular focus on recruitment, capacity building, and retention. Through a review of relevant literature and case studies, the research seeks to identify gaps in current practices and highlight innovative strategies that align with the unique needs and constraints of these institutions. By offering actionable insights, the study endeavours to contribute to the sustainable development of community campuses and their capacity to fulfil their mission of educational equity and excellence. By examining the interplay between challenges and opportunities, this study contributes to a deeper understanding of HR dynamics in Nepalese community campuses. Ultimately, it underscores the significance of human resource innovations in building resilient educational institutions capable of adapting to evolving demands while ensuring staff well-being and professional growth.

The study is focused to achieve following objectives;

- To examine the key human resource challenges faced by community campuses in Nepal, particularly in the areas of staff recruitment, capacity building, and retention.
- To analyze existing HR policies and practices in Nepalese community campuses and evaluate their effectiveness in addressing faculty and staff needs.
- To identify innovative HR strategies and opportunities for improving capacity-building initiatives and staff retention in resource-constrained community campuses.

RESEARCH METHODOLOGY

The research methodology for the review study on ‘Capacity Building and Retention of Human Resource: The Challenges and Opportunities in Nepalese Community Campuses’ follows a qualitative review design, focusing on analysing existing literature to identify trends, gaps, and best practices related to recruitment, capacity building, and retention. The study relies solely on secondary data from peer-reviewed journals, books, institutional reports, case studies, and online databases, using systematic search and inclusion criteria. A thematic approach is used for data analysis, involving thematic coding, comparison, synthesis, and critical appraisal of selected sources. The conceptual framework is built on three pillars—recruitment, capacity building, and retention—linked to institutional performance and staff well-being. Ethical standards such as proper citation, avoidance of bias, and transparency are strictly followed. The study acknowledges limitations due to its dependence on secondary data, limited international scope, and potential publication bias.

Significance of the Study

This study is significant in enhancing the understanding of human resource management (HRM) in Nepalese community campuses, focusing particularly on capacity building and staff retention. Community campuses often face institutional challenges such as financial constraints, inadequate professional development, and high turnover rates. By addressing these issues, the study offers practical insights to help campus administrators and policymakers develop sustainable and responsive HR strategies.

The research emphasizes the value of faculty and staff development in ensuring the long-term effectiveness of community campuses. It highlights the importance of equipping educators and administrative personnel with modern skills to meet growing academic demands. Through this lens, the study contributes to designing context-specific capacity-building initiatives suited to resource-limited environments. Staff retention remains a key concern for institutional stability and performance. The study explores factors influencing employee commitment, including work conditions, growth prospects, and motivational incentives. These insights are crucial for formulating retention strategies that strengthen human capital and improve continuity in teaching and administration.

Moreover, the research supports evidence-based policy formulation by offering empirical data relevant to institutions such as Tribhuvan University and the University Grants Commission. By doing so, it informs systemic interventions that can uplift

the overall quality of education in community campuses. Quality HR practices are essential for promoting academic excellence. The study establishes a direct connection between effective HR management and improved teaching and learning outcomes. Strengthening recruitment, training, and retention mechanisms can foster a more dynamic academic culture. Equity and inclusivity are also central to the mission of community campuses, which serve students from marginalized and rural areas. This study emphasizes how inclusive HRM practices can enhance access to education and contribute to social justice by ensuring fair opportunities for all.

RESULTS AND DISCUSSION

Human Resource Challenges Faced by Community Campuses

This section examines the major human resource (HR) challenges in Nepalese community campuses, particularly in recruitment, capacity building, and staff retention. These issues impact not only academic performance but also institutional sustainability. Findings are contextualized using data from national education bodies and higher education reform documents.

Recruitment Challenges in Community Campuses

Recruiting competent faculty in community campuses has become increasingly difficult due to systemic and contextual constraints. A primary challenge is inadequate financial resources, which hinder the ability of campuses to offer competitive salary packages (UGC, 2020). Many campuses, especially in remote areas, operate on limited government support and community funding, making it difficult to match the remuneration provided by private or centrally located institutions (MOEST, 2021; TU, 2022). As a result, highly qualified educators often seek employment in urban centres or abroad (UGC, 2020). The recruitment process also lacks standardization. Most campuses do not follow rigorous recruitment protocols, often relying on informal networks or limited local advertisements, which reduces the candidate pool (UGC, 2020). Moreover, faculty are sometimes appointed without regard to academic specialization, resulting in a mismatch between qualifications and assigned teaching responsibilities (MOEST, 2021).

The disparity between urban and rural institutions further exacerbates recruitment challenges. Remote campuses in hilly and mountainous regions face logistical difficulties, poor infrastructure, and inadequate public services all of which discourage qualified applicants (UGC, 2020; TU, 2022). Additionally, younger educators are often reluctant to relocate to regions that lack basic facilities, internet access, and

educational opportunities for their children (MOEST, 2021). The absence of structured incentives such as research grants, performance-based bonuses, or opportunities for academic advancement discourages the inflow of motivated professionals (UGC, 2020; TU, 2022). Most campuses also lack mechanisms for career progression and promotion, which affects faculty morale and undermines academic productivity (MOEST, 2021).

Capacity Building Challenges in Community Campuses

Capacity building is a vital but underdeveloped component of faculty development in Nepalese community campuses. Due to chronic underfunding, many campuses struggle to allocate resources for training, workshops, or higher education opportunities (UGC, 2020). Faculty often lack access to updated teaching materials, digital libraries, or online learning platforms, leading to stagnant academic growth (TU, 2022). Formal training programs whether internal or external—are rare, especially in rural campuses. While national initiatives for teacher development exist under the University Grants Commission (UGC), they are often irregular, underfunded, and fail to address localized needs (UGC, 2020). Many faculties do not get the chance to attend refresher courses, ICT training, or educational methodology sessions (MOEST, 2021).

A significant concern is the professional isolation faced by community campus staff, especially in the hills and mountains. Due to weak institutional networks, faculty members lack collaborative opportunities with other colleges or universities (TU, 2022). This restricts their exposure to innovations in pedagogy and curriculum design and limits their participation in academic conferences or knowledge exchange platforms (UGC, 2020). Budget constraints further hinder initiatives to promote teaching excellence. Even when faculty are eager to participate in skill enhancement programs, they are unable to do so due to a lack of travel and registration funding (MOEST, 2021). The absence of digital infrastructure such as e-learning labs or stable internet connectivity is another barrier, especially when global higher education increasingly relies on online resources (UGC, 2020; TU, 2022).

Moreover, resistance to change is prevalent. Senior faculty members often trained in outdated systems are reluctant to adopt digital tools or interactive teaching strategies, resulting in a traditional and less engaging learning environment (MOEST, 2021). In many cases, the lack of mentoring systems or in-service professional guidance contributes to this inertia (TU, 2022).

Retention Challenges in Community Campuses

Retention is arguably the most serious human resource issue in community campuses. A combination of low salaries, job insecurity, and high workloads leads to persistent staff turnover (UGC, 2020; MOEST, 2021). Faculty members often leave for better-paying opportunities in the private sector, urban institutions, or foreign academic jobs. Remuneration is a core concern. Many community campuses are only able to offer part-time or contract-based employment with limited benefits such as insurance, retirement plans, or allowances (UGC, 2020). Younger faculty members, particularly those with advanced degrees, tend to leave within a few years due to poor financial stability (MOEST, 2021; TU, 2022).

In addition, the workload in community campuses is heavy. Faculty members are often required to teach multiple courses, manage administrative duties, and contribute to institutional development without adequate support (UGC, 2020). The pressure of multitasking, without time or incentives for research, leads to fatigue and dissatisfaction (TU, 2022). Job security is minimal. In many campuses, even experienced faculty members are not offered permanent positions, which affects both commitment and long-term planning (UGC, 2020). With a lack of promotion opportunities or clear service benefits, staff often perceive their positions as transitional rather than permanent careers (MOEST, 2021). Gender and social inclusion challenges are also apparent in retention. Female faculty members and those from historically marginalized communities face subtle and overt forms of discrimination (UGC, 2020). Many campuses lack gender-sensitive policies, maternity leave provisions, or leadership development programs for women and minority groups. This leads to underrepresentation and high attrition among these groups (TU, 2022).

Existing HR Policies in Nepalese Community Campuses

This section explores the current human resource (HR) practices in Nepalese community campuses, assessing their effectiveness in recruitment, retention, professional development, performance management, and overall staff satisfaction. These HR components are essential for capacity building, especially as these campuses strive to improve quality under administrative and financial limitations (World Bank, 2017; ADB, 2015).

Current HR Policies and Framework

HR policies in Nepalese community campuses remain basic and underdeveloped. Most are guided by external institutions like Tribhuvan University (TU) or the

Ministry of Education rather than internally developed strategies (UGC Nepal, 2021; Tribhuvan University, 2022). Employment contracts, salary terms, and responsibilities are often not standardized across institutions.

A **limited HR policy framework** characterizes many community campuses, with only reactive responses to staffing needs. These policies often neglect long-term strategic planning or employee career development (Shrestha, 2019; Gautam & Gautam, 2019). As a result, institutions lack systems for structured faculty growth, leaving them unable to attract or retain qualified professionals (Pradhan, Shrestha, & Wagle, 2024). Further, the lack of formal orientation programs for newly appointed staff exacerbates disconnection among team members and erodes morale. New employees often begin their duties without exposure to institutional values or operational procedures, leading to low engagement and unclear expectations (Tribhuvan University, 2022; World Bank, 2021).

Analysis of Salary Structures and Appraisal Systems

Salaries at community campuses are often non-competitive, lacking both clarity and consistency. Faculty remuneration is typically lower than what is offered in private or centrally located institutions, which reduces the appeal of teaching in rural or underfunded colleges (Shrestha, 2019; Pradhan et al., 2024). Pay scales frequently rely on donor funds or localized decisions, leading to disparities in pay for similar work (World Bank, 2017). There is a lack of performance-based appraisal systems, which diminishes motivation and makes it difficult to reward high-performing staff. Performance assessments are either absent or based on outdated evaluation methods, leaving faculty without feedback or developmental support (ADB, 2015; Sharma, 2001; UGC Nepal, 2021).

Effectiveness and Limitations of Current Policies

The effectiveness of current HR policies is generally limited. Faculty often report low job satisfaction due to lack of recognition, unclear promotion pathways, and the absence of mentoring or career guidance systems (Nepal, 2021; Gautam & Gautam, 2019). Policies tend to be reactive rather than proactive, addressing challenges only when they arise (Tribhuvan University, 2022).

Staff retention is a major challenge. Many highly qualified staff leave for more secure or better-paying positions elsewhere, citing contract instability, limited professional development, and absence of tenure-track systems (Shrestha, 2019; World Bank, 2021). The turnover rate remains high, increasing the cost of recruitment and

hampering long-term institutional development (Pradhan et al., 2024). On issues of gender equity and inclusion, HR policies in community campuses often fall short. Although legal mandates for inclusivity exist, practical implementation remains weak. Female representation in leadership roles is limited, and few initiatives exist to empower women or marginalized groups within the academic hierarchy (Nepal, 2021; Upreti, Sharma & Kolas, 2018). When it comes to training and professional development, very few campuses offer structured learning opportunities, such as workshops or faculty exchanges. Capacity-building efforts largely depend on external agencies or donor support, with little internal policy emphasis (Omdena, 2023; Pandey, 2013; World Bank, 2021).

Job security is another critical issue. Many faculties are hired on short-term or renewable contracts without career guarantees or clear promotion ladders. This creates uncertainty and reduces institutional loyalty (Shrestha, 2019; Pradhan et al., 2024).

Key Challenges in Implementation

Several structural and financial barriers inhibit the implementation of effective HR policies:

Budget Constraints: Most campuses operate under limited financial resources, preventing the development of competitive salary schemes, training programs, or reward systems (World Bank, 2021; ADB, 2015).

Administrative Overload: Campus leaders often juggle multiple responsibilities, limiting their ability to focus on strategic HR development (Gautam & Gautam, 2019; Tribhuvan University, 2022).

Lack of HR Expertise: Many campuses lack professional HR staff, which hinders policy implementation and monitoring. This leads to poor alignment of HR practices with broader institutional goals (UGC Nepal, 2021; World Bank, 2017).

Resistance to Change: Faculty and administrative personnel often resist modern HR practices due to entrenched traditional systems and fear of accountability or change (Sharma, 2001; Rai, 2021, as cited in Omdena, 2023).

Recommendations for Effective HR Policy Reform

Develop Uniform Salary Structures: Introduce standard pay scales across community campuses to reduce inequities and attract competent professionals (Sharma, 2001; World Bank, 2017).

Strengthen Career Development Systems: Establish mentorship, academic growth pathways, and clear promotion criteria. Support participation in national and international training (Tribhuvan University, 2022; Pandey, 2013).

Institutionalize Performance Appraisal: Implement a structured system of performance evaluation tied to rewards and development opportunities (ADB, 2015; Pradhan et al., 2024).

Enhance Job Security: Create long-term employment policies with tenure opportunities and performance-linked progression (World Bank, 2021; Shrestha, 2019).

Promote Gender and Social Inclusion: Actively implement policies for gender equity and inclusion of marginalized groups through leadership opportunities and institutional quotas (Nepal, 2021; Upreti et al., 2018).

Build HR Capacity: Train campus administrators in modern HRM techniques, and employ dedicated HR officers where possible (UGC Nepal, 2021; Omdena, 2023).

Mobilize External Resources Strategically: Tap into development partners, such as the World Bank or UGC programs, to secure resources for policy implementation (World Bank, 2021; ADB, 2015).

Innovative HR Strategies for Capacity Building

Capacity building is vital in strengthening institutional performance, enhancing instructional quality, and developing research capabilities. While budgetary limitations persist, Nepalese community campuses can implement several innovative HR strategies without major financial outlays.

Peer Mentoring and Internal Capacity Utilization

Peer mentoring and knowledge exchange mechanisms provide sustainable ways to build internal capabilities. Senior faculty mentoring junior colleagues fosters collaboration and enhances research, teaching skills, and professional development without external costs (Sharma, 2001; Pandey, 2013). Tribhuvan University (2022) emphasizes internal mentoring as a performance-enhancing tool in rural institutions.

Online and Blended Professional Development

In response to geographical and financial barriers, online and hybrid capacity-building programs offer flexible and low-cost alternatives. Initiatives like Omdena's collaboration with NIC Nepal demonstrate how AI and digital learning tools can

improve educator competencies even in remote settings (Omdena, 2023). The Ministry of Education's (2020) sector analysis also supports integrating ICT into HR development, especially post-COVID.

Academic and Research Collaborations

Inter-campus and university-NGO collaboration supports capacity building by promoting joint research, seminars, and co-publication, thereby enhancing scholarly output and institutional credibility (Upreti, Sharma, & Kolas, 2018; Pradhan, Shrestha, & Wagle, 2024). The University Grants Commission (2021) encourages collaborative knowledge-building practices, especially in the context of federal governance.

Establishing Centers for Teaching and Learning (CTL)

Creating small-scale CTLs at the campus level supports ongoing improvement in pedagogy, classroom management, curriculum innovation, and learner engagement. These centers have been linked to faculty retention and development, especially where financial rewards are limited (World Bank, 2021; Asian Development Bank, 2015).

Innovative HR Strategies for Staff Retention

Staff retention, particularly in rural higher education institutions, is a persistent challenge (Shrestha, 2019). Strategic HR policies focusing on non-financial motivation, recognition, growth, and participation have shown significant positive effects on faculty retention and institutional commitment.

Flexible Work Practices and Autonomy

Offering part-time positions, job-sharing, or workload flexibility enables faculty to maintain work-life balance, especially in campuses with limited infrastructure (Nepal, 2021). Providing autonomy in academic decisions increases commitment and reduces turnover (Upreti et al., 2018).

Structured Career Pathways and Professional Growth

Designing career pathways with clear progression opportunities increases staff morale and loyalty. Even without high salaries, faculty are more likely to stay when they can grow academically and professionally (Gautam & Gautam, 2019; World Bank, 2017).

Recognition, Incentives, and Morale Boosting

Recognition and award programs, public appreciation, and titles for teaching excellence significantly enhance morale. These non-monetary approaches are

particularly valuable in resource-constrained institutions (Yadav, 2020; Pradhan et al., 2024).

Participatory Governance and Inclusive Decision-Making

Involving faculty in governance fosters a sense of ownership and shared responsibility. Studies show a strong correlation between inclusive governance and long-term retention in Nepalese institutions (Upreti et al., 2018; Sharma, 2001).

Best Practices from Leading Institutions

Leveraging Alumni Networks and Community Support

Some campuses have built successful alumni mentorship models and fundraising mechanisms. These networks assist in faculty training, internship programs, and infrastructure development (Pandey, 2013; Tribhuvan University, 2022).

Inter-Campus Collaborations and Regional Clusters

The University Grants Commission (2021) encourages the formation of academic clusters networks of nearby campuses sharing resources, faculty exchanges, and collaborative programs to reduce isolation and cost burden.

Institutional Well-being and Team Culture

Wellness programs, team-building retreats, and informal gatherings can significantly increase faculty satisfaction and cohesion. These strategies contribute to organizational citizenship behaviors that enhance retention (Asian Development Bank, 2015; Yadav, 2020).

Recommendations for HR Innovation and Sustainability

Introduce Modular Training Programs aligned with individual development plans and institutional goals (Government of Nepal, 2020). Establish Institutional Research Funds for collaborative and applied research (World Bank, 2021). Digitize Performance Appraisals to ensure transparency and goal alignment (Omdena, 2023). Create a Faculty Fellowship System funded through external partnerships, enabling sabbaticals, research leave, or innovation grants (Tribhuvan University, 2022).

Key Findings and Implications

Human Resource Challenges in Community Campuses: The human resource challenges identified in Nepalese community campuses are multi-faceted, often

arising from both institutional limitations and external pressures. Staff recruitment is hindered by limited financial incentives, and many campuses are unable to offer competitive salaries that would attract highly qualified faculty members. Retaining skilled staff remains a challenge, as faculty often seek better-paid opportunities in public or private institutions after gaining experience. Moreover, the lack of sufficient training opportunities and professional development contributes to limited career progression, causing frustration among staff members (Sharma & Pandey, 2021). Additionally, managing diverse faculty needs, ensuring quality education in the face of limited resources, and dealing with administrative inefficiencies add to the challenge.

Analysis of HR Policies and Practices: The HR policies adopted by Nepalese community campuses often lack comprehensive frameworks for addressing faculty and staff development. In many cases, existing policies focus primarily on the recruitment of staff rather than their continuous professional growth. As a result, effective retention mechanisms such as performance-based incentives, mentorship, and capacity-building programs are either underdeveloped or non-existent in many campuses (Gurung, 2021). The study found that, although some campuses have policies designed to encourage staff involvement in institutional development, these policies are not always aligned with the core needs of faculty members, making their implementation ineffective (Khadka, 2021).

Innovative Strategies for HR Capacity-Building and Retention: Community campuses can adopt innovative HR strategies to address the challenges of capacity-building and retention effectively. Among the strategies discussed, peer mentoring and knowledge sharing emerged as powerful tools for staff development. These strategies help lower the financial burden on campuses while fostering an environment of collaboration and support (Pandey, 2020). Additionally, online training programs allow staff to enhance their skills without the need for physical relocation or additional financial strain on the institution (Rai & Sharma, 2021). Collaborative research, professional development programs tailored to the needs of faculty, flexible work arrangements, and clear career paths were also highlighted as effective methods for improving staff satisfaction and long-term retention (Paudel & Gurung, 2020).

Opportunities for Enhancing HR in Resource-Constrained Campuses: Despite financial constraints, there are significant opportunities to enhance the HR landscape in Nepalese community campuses. Leveraging alumni networks for mentorship, financial support, and career development opportunities can mitigate the lack of resources. Establishing partnerships with universities or NGOs could also help

access external funding for HR initiatives, including training programs (Joshi, 2020). Furthermore, integrating technology in teaching and administrative processes presents an excellent opportunity for capacity building, as it improves efficiency and faculty engagement with educational content (Sapkota, 2021). Lastly, enhancing involvement in decision-making and allowing faculty more agencies over institutional affairs can foster an ownership mentality, which significantly aids in staff retention (Tamang, 2020).

CONCLUSION AND RECOMMENDATIONS

In conclusion, Nepalese community campuses face substantial challenges in human resource management, particularly in areas of recruitment, capacity building, and staff retention. However, by adopting innovative and low-cost HR strategies, campuses can overcome some of these barriers and create a more sustainable environment for faculty and staff development. HR policies need to be more aligned with the real needs of faculty, providing them with the resources and support they require to grow professionally. Moving beyond conventional models of staff management to integrate modern, collaborative, and flexible practices will be critical for the continued success and sustainability of community campuses in Nepal.

Recommendations based on this study include:

- Developing more robust and inclusive HR policies that focus on the long-term career development of faculty members.
- Offering online and affordable professional development opportunities that cater to the specific needs of faculty.
- Encouraging a participatory approach to governance in community campuses, where faculty members have more influence on decision-making and campus policies.
- Enhancing recruitment strategies to focus on hiring faculty who align with the institutional values and who are more likely to stay in the long term.
- Expanding capacity-building programs to include collaboration, research, and external partnerships, especially in marginalized and remote regions.

The effective implementation of these strategies will not only help overcome existing challenges but also create a strong, skilled workforce, ready to adapt to the growing needs of the academic landscape in Nepal. By investing in human resources, Nepalese

community campuses can pave the way for academic excellence and long-term institutional development, ensuring a bright future for faculty, staff, and students alike.

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