

Research on the Theoretical Logic and Realization Path of Embedding the "Fengqiao Experience" in the Mediation of College Students' Disputes

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Abstract: *In the context of the new era, disputes and conflicts among college students have manifested new characteristics, such as diverse subjects, complex causes, and networked influences, posing new challenges to the traditional administrative-led mediation model. As a crystallization of China's grassroots social governance wisdom, the "Fengqiao Experience," with its core tenets of "putting people first, addressing issues at their source, and resolving conflicts locally," offers a novel perspective for student affairs management in higher education institutions. This paper systematically explores the theoretical and practical logic of integrating the "Fengqiao Experience" into the mediation of university student conflicts. First, it analyzes the essence of the "Fengqiao Experience" from three dimensions: historical evolution, core connotation, and contemporary value. Second, it elaborates the theoretical logic of its integration into the university context, including the alignment of its "people-centered" principle with the educational philosophy of "student-oriented" and "fostering virtue and cultivating talents" in terms of value logic; the combination of "source prevention" and "process resolution" in functional logic; and the promotion of "relying on faculty and students" and "collaborative governance" in subject logic. Finally, a closed-loop model for conflict and dispute mediation mechanisms, comprising "pre-incident early warning and prevention, mid-incident multi-party mediation, and post-incident follow-up and consolidation," is constructed, and its implementation path is detailed. This study aims to provide theoretical references and practical guidance for universities in the new era to enhance their governance capabilities and build safe and harmonious campuses.*

Keywords: *Fengqiao Experience; Student Affairs in Colleges and Universities; Conflict and Dispute Mediation; Theoretical Logic; Implementation Path; Collaborative Governance*

1. Introduction

Universities serve as the primary arena for talent cultivation. Maintaining campus harmony and stability is a prerequisite for fulfilling the fundamental task of fostering virtue and nurturing talent. With the deepening of social transformation and the rapid development of Internet technology, the growth environment, ideological concepts, and behavioral patterns of contemporary college students have undergone profound changes. Consequently, conflicts and disputes among students have exhibited new characteristics: expanding from traditional academic competition and dormitory frictions to multiple dimensions including online discourse, club interests, emotional disputes, mental health issues, and even employment competition. If these contradictions are not resolved promptly and effectively, they are likely to escalate, potentially affecting students' physical and mental health, academic development, and even disrupting normal teaching order and threatening campus safety and stability. Faced with these practical challenges, the current mediation of student conflicts in many universities still exhibits shortcomings^[1]: Firstly, responses tend to be lagging, often focusing on "fire-fighting" post-occurrence handling, with insufficient attention paid to early warning and prevention at the source. Secondly, the mediating subjects are often singular, over-relying on administrative forces such as counselors and student affairs cadres, failing to fully mobilize the participation of faculty and students. Thirdly, approaches can be rigid, where procedural administrative mediation sometimes fails to address the emotional and psychological roots of conflicts, resulting in situations where "the case is closed but the issue persists." Fourthly, coordination is often insufficient, as information silos among departments such as academic affairs, logistics, security, and psychological centers have not been fully dismantled,

hindering the formation of a synergistic governance effect.

The "Fengqiao Experience" originated in Fengqiao, Zhejiang Province, in the 1960s^[2]. Its core spirit of "mobilizing and relying on the masses, insisting on resolving conflicts locally without passing them on" has been tested and developed through over half a century of practice, becoming a banner of grassroots social governance with Chinese socialist characteristics. In the new era, the "Fengqiao Experience" has been endowed with new connotations, such as adhering to the Party's leadership, putting people at the center, integrating self-governance, rule of law, and rule of virtue, combining human, physical, and technological defenses, and promoting joint contribution, governance, and sharing. Embedding this governance solution, rich in Chinese wisdom, into the mediation of college student conflicts is not merely a simple transplantation of experience, but rather a profound conceptual innovation and mechanistic reform. It aims to shift the focus of governance downward and allocate resources and forces to the grassroots, transitioning from a management-oriented approach to one that "emphasizes both governance and service," thereby achieving a virtuous governance ecosystem where "minor issues are resolved within the class, major issues within the college, and conflicts do not escalate on campus." Therefore, based on the practical predicaments of university student affairs, this study systematically expounds the theoretical legitimacy and practical necessity of embedding the "Fengqiao Experience" and constructs a set of feasible implementation paths. This holds significant theoretical value and practical significance for advancing the modernization of student affairs governance in universities and enhancing the pertinence and effectiveness of ideological and political work.

2. The Core Connotation and Contemporary Value of the "Fengqiao Experience"

2.1 Historical Evolution and Core Connotations

The "Fengqiao Experience" originated from the practices developed by the cadres and masses of Fengqiao during the socialist education movement in 1963, characterized by "under the leadership of the Party, mobilizing and relying on the masses, insisting on not passing on conflicts and resolving them locally."^[3] Subsequently, its application scope gradually expanded from dealing with adversaries to resolving internal conflicts among the people. Its core connotations can be summarized as follows^[4]: a) Adhering to the people as the main body: consistently believing in, relying on, and serving the people, and respecting their pioneering spirit, which is the source of strength for the "Fengqiao Experience"; b) Focusing on source prevention: shifting the work focus forward, and through methods such as investigation, visits, and heart-to-heart talks, promptly identifying and eliminating the signs of conflicts to prevent problems before they occur; c) Strengthening the grassroots foundation: building Party branches into strong fortresses for grassroots governance, promoting the inclination of resources, services, and management towards the grassroots, and consolidating the foundation of social governance; d) Reinforcing legal guarantees: resolving conflicts and problems by applying legal thinking and legal methods, and achieving an organic combination of self-governance, rule of law, and rule of virtue; e) Utilizing technological support: in modern society, making full use of information technologies such as big data and artificial intelligence to enhance the capacity for prediction, early warning, and prevention.

2.2 Contemporary Value and Development

The core value of the "Fengqiao Experience" in the new era lies in its establishment of a social governance pattern featuring "joint contribution, joint governance, and shared benefits." It emphasizes the leadership of the Party committee, the responsibility of the government, democratic consultation, social collaboration, public participation, legal guarantees, and technological support. Its goal is not only to resolve conflicts but also to optimize the governance structure, build social consensus, and stimulate social vitality through the conflict resolution process. For universities, the value of this experience lies in providing a methodology for addressing the issue of "treating symptoms but not the root cause" in student management. It offers an operational framework for implementing the concept of "all-round education" (involving all personnel, throughout the entire process, and in all aspects). It also points the direction for building a new type of student-centered teacher-student relationship and campus community.

3. The Theoretical Logic of Embedding the "Fengqiao Experience" in Mediating College Student Conflicts and Disputes

Embedding the "Fengqiao Experience" into universities is not a blind copy but is based on a high degree of internal logical compatibility between the two. In terms of value logic, it represents the unity of student-centeredness and moral education. The "people-as-subject" ideology of the "Fengqiao Experience" is highly consistent with the "student-oriented" educational philosophy of universities. The starting point and ultimate goal of all university work are to ensure the healthy growth of students. Embedding the "Fengqiao Experience" into conflict mediation signifies a shift in value orientation from merely "calming incidents" to "facilitating student success." The mediation process itself is regarded as a vivid "ideological and political lesson." By respecting students' dominant position, it guides them to participate in negotiation, learn communication, and take responsibility, thereby achieving ideological growth, personality shaping, and ability enhancement through conflict resolution, ultimately serving the fundamental task of "fostering virtue and cultivating talent."

In terms of functional logic, it combines source prevention and process resolution. The essence of the "Fengqiao Experience" lies in "addressing issues in their early, minor, and incipient stages." Embedding it into universities necessitates a transformation of the working mode from passive response to active early warning. This is reflected in the following aspects: First, strengthening psychological screening and daily investigation to establish an early warning database for student psychological and behavioral crises; Second, smoothing information channels by utilizing "nerve endings" such as class teachers, student Party members, and dormitory heads to keep abreast of student dynamics promptly; Third, paying attention to key periods and groups, such as enhancing guidance during times prone to conflicts like the start of the school year, graduation, and award evaluations. This logic of "prevention is better than cure" can eliminate a large number of conflicts in their infancy. Even when conflicts occur, early detection makes them easier to resolve.

In terms of subject logic, it promotes reliance on teachers, students, and collaborative governance. The "relying on the masses" principle in the "Fengqiao Experience" translates into "relying on the vast number of teachers and students" in the university context, aiming to build a multi-party governance mediation community. a) Activating the power of student self-governance: giving full play to the vanguard and exemplary role of student Party members, class and Youth League cadres, key members of student associations, and the role of dormitory heads as "information officers" and "buffer valves."

4. Constructing a Model of the Mediation Mechanism for College Student Conflicts and Disputes Based on the "Fengqiao Experience"

Based on the above theoretical logic, a closed-loop working mechanism model integrating "prevention - mediation - consolidation" can be constructed.

4.1. Pre-Event Stage: Early Warning and Prevention Mechanism

By establishing a four-level information monitoring system of "dormitory - class - college - university," with dormitory heads, class psychological committee members, and student Party members serving as front-line information officers, regular reporting and prompt reporting of abnormal situations are ensured, achieving comprehensive information collection and dynamic grasp. Simultaneously, by leveraging digital platforms to integrate multi-source information such as academic early warnings, psychological assessments, consumption data, and online behaviors, a student conflict risk prediction model is constructed to accurately identify and promptly warn high-risk individuals and groups. Furthermore, regular activities such as new student orientation, safety knowledge lectures, theme class meetings, and new media pushes are conducted to popularize laws and regulations, school rules and disciplines, and harmonious interpersonal skills, comprehensively enhancing students' ability to rationally respond to and resolve conflicts.

4.2. Mid-Process Stage: Multi-Party Mediation Mechanism

Regarding the conflict mediation mechanism, a hierarchical response process should be established: Firstly, at the class or dormitory level, parties involved in a conflict are encouraged to negotiate independently, or the class committee or dormitory head conducts initial mediation. If the issue remains unresolved, it escalates to the college level, involving counselors and class teachers. Professional

teachers or student mediators may also be invited to form a temporary mediation team. For conflicts involving a wide range of issues or of a serious nature, the Student Affairs Department takes the lead, collaborating with the Security Department, the Psychological Center, and legal advisors to address them comprehensively at the university level. During mediation at all levels, various methods can be flexibly applied based on the actual situation. For instance, emotional guidance can be provided to ease tensions, facts can be clarified to restore the sequence of events and determine responsibilities, interests can be negotiated to seek win-win solutions, or legal education and school discipline can be combined to deliver warnings and guidance, thereby enhancing the pertinence and effectiveness of conflict resolution.

4.3. Post-Event Stage: Follow-Up and Consolidation Mechanism

After reaching a preliminary consensus in conflict mediation, a written or electronic mediation agreement should be promptly formed, clearly stating the rights, responsibilities, and subsequent obligations of both parties to consolidate the mediation outcomes and prevent the recurrence of conflicts. Following the agreement, the mediator or a designated responsible person conducts regular follow-ups to track implementation, assess the progress of relationship repair between the parties, and proactively identify potential new risks or issues, ensuring the mediation effect is continuously reinforced. Finally, the entire mediation process records, agreement texts, follow-up assessment results, etc., should be systematically archived to establish a complete case file. This file serves not only for closed-loop management of individual case tracking but also provides authentic, structured data support for optimizing and improving the working mechanism, training and enhancing mediators, and researching campus conflict governance. Thus, a sustainable management system is formed, ranging from intervention to assessment and from practice to optimization.

5. The Implementation Path of Embedding the "Fengqiao Experience" in Universities

5.1. Organizational Guarantee Path: Strengthen the Leading Role of Party Building and Build a Collaborative Pattern

The university should maintain the central leadership role of Party organizations in conflict mediation. Under the unified leadership of the university Party committee, it should establish a leading group for campus safety, stability, and conflict mediation, led by the Student Affairs Department and supported by the organization, publicity, security, academic affairs, logistics, trade union, and Youth League departments, among others^[5]. At the college level, the primary responsibility of Party organizations in departments and colleges should be implemented, promoting the involvement of Party branch secretaries, counselors, and head teachers among students. In classes and dormitories, bring into play the fighting fortress role of student Party branches and Party groups and the vanguard and exemplary role of student Party members, forming a grid-based work system that is "vertically thorough and horizontally comprehensive."

5.2. Team Cultivation Path: Foster Endogenous Capacity and Enhance Professional Competence

To ensure the high-quality development of mediation work, it is essential to systematically build a mediation team with a reasonable structure and complementary capabilities. The primary measure is to establish a professional mediator pool, widely recruiting teachers with professional backgrounds in law, psychology, sociology, etc., experienced retired cadres, and student leaders with high prestige. After systematic training and qualification certification, they are certified before assuming their roles, providing professional support for complex conflicts. Simultaneously, strengthen the core competency development of counselors, incorporating skills such as conflict identification, communication and negotiation, and crisis intervention as important components of their professional training and performance assessment, making them the backbone force in resolving campus conflicts. Additionally, special attention should be paid to cultivating the "peer mediation" force. Strong support and guidance should be provided for the development of student mediation associations. As student mediators often possess stronger affinity and a foundation of trust, training them in basic principles and skills can effectively leverage their unique advantages in independently resolving grassroots conflicts. Ultimately, a comprehensive mediation system featuring the collaborative interaction of professional teachers, key counselors, and student forces will be formed.

5.3. Technology Empowerment Path: Build a Smart Platform for Precise Early Warning

To comprehensively enhance the efficiency and accuracy of student conflict resolution work, it is necessary to develop or upgrade a "Campus Student Conflict Risk Early Warning and Mediation Management Information System" that integrates early warning and mediation functions. This system is primarily dedicated to breaking down data silos and integrating data from multiple departments such as academic affairs, student affairs, psychology, card systems, and network management. Utilizing the built-in intelligent early warning model, it automatically identifies and issues warnings for risk signals such as sudden drops in academic performance, social isolation, and abnormal consumption, achieving early detection of potential conflicts. The system also offers online case acceptance and intelligent dispatching functions, allowing students to submit issues anonymously or under their real names, with automatic assignment to corresponding level mediators based on the nature of the conflict. Finally, the system conducts digital process management of the entire mediation process, thereby forming a structured, searchable, and analyzable case knowledge base, providing continuous data support for work review, policy formulation, and academic research.

5.4. Institutional Synergy Path: Improve Rules and Regulations to Promote Long-Term Governance

To establish a long-term mechanism for mediating student conflicts and foster a favorable ecosystem for collaborative education, it is necessary to focus on improving top-level institutional design. The university should first improve school regulations and disciplinary codes. The principles of "encouraging mediation" and "prioritizing reconciliation" should be explicitly incorporated into student management regulations, and mediation agreements confirmed through legal procedures should be endowed with corresponding normative binding force, providing an institutional basis for mediation work. Second, it should establish an effective incentive and assessment mechanism by incorporating the actual outcomes of conflict mediation into the performance evaluation and commendation systems for colleges, classes, and relevant responsible personnel, while recognizing and rewarding outstanding teacher and student mediators to encourage broader participation. Finally, it should actively promote the in-depth integration of "mediation +" by organically linking mediation with legal education, mental health services, financial aid, and career planning, thereby forming a coordinated approach to addressing students' deep-seated problems. Thus, while resolving surface-level conflicts, it promotes the all-round development of students and ultimately builds a new pattern of education that addresses both symptoms and root causes through multi-party collaboration.

6. Conclusion

As a precious asset of China's governance, the "Fengqiao Experience" and the governance wisdom it embodies hold profound enlightening and referential significance for mediating conflicts and disputes among college students in the new era. The key to its successful integration into the university context lies in achieving a systematic reshaping from concept to practice: in terms of values, adhering to the "student-centered" principle and transforming conflicts into educational opportunities; in terms of methods, adhering to the principle of prevention first and establishing a full-chain working mechanism; in terms of subjects, firmly believing in the power of teachers and students and creating a multi-party governance pattern; in terms of guarantees, strengthening the dual-wheel drive of technology and institutions.

The theoretical framework and implementation path constructed in this study aim to provide universities with a set of operational action plans. Of course, its effective implementation depends on each university boldly exploring and continuously optimizing based on its own actual conditions. In the future, as practice deepens, further in-depth research is still needed on issues such as the application strategies of the "Fengqiao Experience" in different types of university conflicts, the improvement of the accuracy of digital early warning models, and the long-term tracking and evaluation of mediation effects. Only in this way can the governance efficiency of student affairs in universities be continuously improved, laying a solid foundation for building a higher-level safe and harmonious campus and cultivating new-era talents capable of shouldering the great responsibility of national rejuvenation.

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