

**International Writing Centers Association  
Position Statement on Two-Year College Writing Centers  
approved by the IWCA Executive Board, January 25, 2007**

- Since many writing centers in two year colleges serve writers at all levels and in any area of the curriculum across the entire institution, writing centers should, as other institution-wide programs, be as self-determining as they wish within the institutional structure. If affiliating with other learning support services compromises any writing center's mission, the IWCA recommends the writing center pursue autonomy of space, support personnel, and budget. If writing centers find pedagogical benefits to affiliating with other learning services, the IWCA recommends they collaboratively pursue their missions.
- As appropriate to their instructional missions, writing centers should be provided a physical space and location conducive to the variety of services provided. Writing with technology should be encouraged and supported; but a campus writing center should not primarily be perceived as or operated as a computer lab.
- Writing centers should avoid operating as proofreading services; rather, they should address editing and revising through practices consistent with current writing center pedagogy.
- Writing center administrators should be tenure-stream or continuing contract salaried employees, depending on local context. It is preferable that they have faculty status with a minimum of 50% release from their teaching responsibilities per semester to oversee the writing center.
- The writing center should participate in college program review processes within its own institution.
- Those hired as writing center administrators should have a background in writing center work and/or supporting student writers outside the traditional classroom.
- Tutors within the writing center should reflect the demographic, ethnic, and disciplinary diversity of the student body to whatever extent possible.
- Although a variety of tutoring models might be appropriate given institutional context, a peer tutoring model is embraced by the International Writing Centers Association as an acceptable model for two-year college writing centers.
- Peer tutors should be selected to work in a writing center based on performance in courses that require writing and should be endorsed by instructors.
- All tutors hired to work in a writing center should be appropriately credentialed.
- Tutors should receive appropriate, comprehensive, ongoing training via methods suitable to local context (for example, a course, a practicum, or a paid training period).
- Tutor training should be based on writing center and rhetoric/composition pedagogy.
- Tutors should be compensated for their work at a rate that reflects the expertise necessary to perform their duties. This rate should be, whenever possible, higher than minimum wage for hourly work and should be based on ability, expertise, and length of service.
- Tutors should be evaluated by administrators and should receive feedback about the effectiveness of their work.
- Writing center staff should be compensated for professional development and ongoing training and expected to participate in such training whenever and however possible (for example, attendance to local, regional and national conferences and support in submitting items for publication).