The editors of *JCMS* would like to articulate guidelines that we recommend college and university administrators and faculty follow regarding their expectations for research and scholarly productivity during these challenging times. These recommendations address the American higher education system most directly, but the principles apply internationally. Our institutions of higher education must attend to the distinct ways that both the pandemic and the uprisings for racial justice are affecting the working lives of graduate students, precarious faculty, women and primary caregivers, immunocompromised workers across the university, and Black scholars in particular.

The novel coronavirus pandemic has led to unprecedented changes in higher education, including but not limited to: mass layoffs of contingent faculty; furloughs and pay cuts for staff and faculty; shortfalls in support for graduate students and postdoctoral researchers; benefits reductions (including but not limited to the withdrawal of research funding and library resources for faculty and graduate students); rapid changes to instructional practices and technologies; and professional crises for academics trying to balance teaching obligations, research goals, and dependent care. Various initiatives have been proposed to redress these effects; *JCMS* supports such initiatives but also wishes to call attention to how the pandemic exacerbates long-term inequities in academic publishing and film and media studies in particular.

We understand that the austerity measures listed above were taken to mitigate major financial losses to our colleges and universities, but in many cases, faculty and graduate students were not consulted about these changes before they occurred, nor were they invited to negotiate the ways in which such changes would impact their professional and personal lives. They were expected to muddle through their spring semester and quarters with no institutional support for dependent care, and many found themselves working multiple full-time jobs as caregivers, community organizers, and teachers. No one expects colleges and universities to bankrupt themselves addressing faculty or graduate student concerns, but they must acknowledge that neither teaching, research, nor service can resemble “business as usual” under the present conditions. This crisis has been particularly acute for precarious faculty, whose contributions to their institutions are rarely recognized, and who are rarely treated as full members of their academic communities. **Precarious faculty are not disposable, and their needs and careers must be prioritized during these difficult times.**

Graduate students, already imperiled by ongoing contractions to the academic job market, will see those opportunities further reduced as colleges and universities impose hiring freezes to compensate for budget shortfalls. Many “alt-ac” career paths will also be jeopardized by the economic devastation of the COVID-19 crisis. But even as concerns about the future grow,
graduate students find their present research compromised by library and lab closures and travel restrictions. Universities must support their current graduate students by recognizing that they require additional accommodations and resources to pursue their research and professional aspirations under the present conditions. *JCMS* therefore asks that universities consider how they can support current graduate students with additional assistantships or by creating new fellowship opportunities for research and travel. Resources are limited, but graduate students are in a uniquely vulnerable position within the academy, as they might lose their income and health insurance if their institutions refuses to extend their support due to the pandemic. **International students are especially vulnerable as a result of ever-changing immigration regulation and global travel bans; we ask our colleagues to investigate the special support international students may require to succeed under the present conditions.** We further invite our colleagues to consider how they might create virtual conferences and other showcase events to allow graduate students to share their research with the field and establish important professional connections.

*JCMS* also asks institutional administrators to remember their commitment to the well-being of their faculty as well as their student populations in making plans for the upcoming academic year. **We advise that all institutions of higher education should waive research expectations for faculty through the remainder of the pandemic.** We further encourage administrators to allocate what resources they have to help those members of their communities most impacted by the pandemic and the movement for racial justice. We must acknowledge that not all faculty have suffered in the same ways or to the same degree; indeed, the present adversities exacerbate long standing inequities within academia. We therefore urge everyone to follow principles of equity, not equality, when addressing the crises at their institutions.

Finally, we have some strong words regarding the immeasurable toll the pandemic and the fight for racial justice is having on scholars of color. These scholars, already overtaxed by demands for representation, additional service, and emotional labor, are often historically marginalized by departments and schools that do not recognize institutionalized racism. They are also siloed and under-supported within film and media studies. We acknowledge that Black scholars bear an especially oppressive burden during the compounding COVID-19 and racial injustice crises. **Therefore, we recommend that colleges and universities work with Black faculty and graduate students during this time to fairly adjust research expectations, fellowship and promotion clocks, and research leaves.** There should be open and robust dialogue on campuses about how best to support Black faculty and students in clear and strategic ways that are aligned with the Movement for Black Lives. We all need to boldly and starkly identify institutional inequalities while responding to present and future crises. We encourage everyone to reimagine their syllabi to center the theories, methods, and histories of Black scholarship. We ask that you invite Black faculty as guest speakers (virtual or in person) to your campus to talk about their work. Importantly, fostering Black scholarship in film and media
studies must continue beyond this immediate moment; it cannot be undertaken solely as reactionary equality but must reflect sustained institutional equity and engagement.