Rachel Gain

I am a second year PhD student in the Music Theory program. My related field is in Early Music, and I am a Teaching Fellow teaching undergraduate Aural Skills classes. This past year, I have served as a Senator for the College of Music on the Graduate Student Council. As part of this position, I was Chair for the Campus and Safety Committee. Additionally, this year I was Vice-President of the Graduate Association of Musicologists *und* Theorists (GAM*u*T), and I will be serving as President of this association next year.

There are several reasons why I am running for a second term as a Senator on the GSC and why I am qualified for the position.

Firstly, I am passionate about making campus a better place for graduate students of all backgrounds. As a first-gen, queer, non-male, working class, international student, I have a strong perception of the issues that various underrepresented students face in their graduate careers. Further, my research touches on issues of race and gender and I stay up to date with the latest discourse from communities I am not a part of. I therefore have a good idea of the problems faced by people such as disabled people, neurodiverse people, and people of color. I strive to represent these viewpoints and students the best I can and to push for changes that will benefit oft overlooked groups. I am very outspoken and will stand up against any injustices I become aware of.

Secondly, I am very organized, reliable, and active. This past academic year, I have consistently attended and contributed to GSC Senate meetings. It takes a while to acclimatize to how GSC works and what its capabilities are, and I believe that with the experience I have gained over the past year, I will be able to contribute even more effectively and help to push through positive change.

In terms of the College of Music specifically, I believe that I am well-positioned to represent all students. In addition to being a music theorist, I am doing a related field in Early Music, and thus get to experience the performance side of the College, taking applied lessons and performing in Baroque Orchestra. As an undergraduate student, I essentially triple-minored in theory, composition, and flute performance, and I therefore have an understanding of the various needs of students in all of these fields. I am a TF and have also TA’d, so I am well-aware of the issues we face in these positions. I am very approachable and have friends in all graduate programs in the College of Music, from Performance to Composition to Education to Performing Arts Health, so feel well-positioned to perceive, hear, and represent the needs of the CoM graduate student body as a whole.

Finally, as UNT is the fourth university I have studied at, and as I have previously studied at universities in the UK and Canada, I have a broad knowledge of the services and initiatives available at other universities. I am thus able to contribute ideas based on the successful initiatives I have seen elsewhere and question unchallenged norms about how various aspects of the University operate.

The issues I am particularly passionate about include making campus a more equitable, welcoming, and accessible place, in particular for students of color, disabled students, and trans students. Further, I wish to write legislation which provides more protection for graduate students who are on the receiving end of unacceptable behavior from their professors, as this is an all-too-frequent occurrence which puts graduate students in a vulnerable position. The needs of Music students are often different to those in other university Colleges, whether it be needing different resources, different services, or buildings and transport accessible at different hours; I will give these needs a platform and make sure they are taken into account in decisions made and legislation put through.