

## ABSTRACT

My dissertation consists of three distinct yet interrelated studies. Its purpose is to extend research and theory on inequality by investigating three educational outcomes: non-standard employment, workplace task discretion, and intrinsic and extrinsic educational beliefs. As a body of work my research generates insight into how the level and type of educational attainment affect divergent life course pathways.

The first study examines gender inequality in early career part-time and temporary employment in Canada. Through two types of decomposition analyses, I research non-standard employment across four cohorts graduating between 1990 and 2010, studying the extent to which gender stratification within fields of study or systemic employment inequality contribute to dissimilar outcomes. I find that rates of non-standard employment vary substantially across disciplines. Furthermore, the over and under-representation of women in certain fields is a main factor explaining gender differences in temporary employment but cannot fully account for disparities in part-time employment.

The second study researches the relationship between education and workplace task discretion in 30 countries. Through regression and decomposition analyses, I examine the direct association between education and task discretion and the extent to which skill and occupational sector function as mediators, comparing individual-agency and critical-institutional theoretical perspectives as explanations for direct and indirect associations. My findings mainly support critical-institutional accounts and yield evidence of a relative relationship between education and task discretion. That is, in contexts where task discretion is higher overall and more equal among occupations, education, skill, and occupational sector are less significant mechanisms of stratification.

The third study considers how intrinsic and extrinsic educational beliefs change over adulthood. My research is based on a longitudinal study that repeatedly surveyed the same graduating British Columbia high school cohort over 28 years. Through hierarchical growth modelling, I contrast demographic and experience-based explanations to consider the influence of social origin and individual education and employment participation over time. The findings suggest that both life course experiences and social position have an influence on initial educational beliefs in early adulthood and the rate of change over time. Additionally, educational beliefs are more variable in early adulthood and become more stable later in participants' life courses.

## BIOGRAPHICAL NOTES

Academic Studies: M.A., University of Victoria, 2011  
B.A., Simon Fraser University, 2009

## GRADUATE STUDIES

Field of Study: Sociology of education; social inequality; quantitative research methods

### Courses:

EDST 504A	History of Educational Policy
EDST 506	Educating the Body: Physicality and Identity in Historical Perspective
EDST 536	Higher Education Systems in Canada
EDST 515	Survey Methods
EDST 565A	International Comparative Education
EDST 565D	Rethinking Skill and Competency
EDST 601A	Doctoral Seminar
EDST 601B	Doctoral Seminar
EDST 602A	Doctoral Seminar
EPSE 528	Basic Principles of Measurement
EPSE 592	Experimental Designs and Analysis in Educational Research
EPSE 596	Correlational Designs and Analysis in Educational Research
EPSE 597	Structural Equation Modeling and Factor Analysis: Latent Variable Modeling
EPSE 681A	Advanced Topics in Measurement, Evaluation, and Research
EPSE 683	Hierarchical Linear Modeling, Growth and Change
GPP 591A	Special Topics in Public Policy
SOCI 514	Analyzing Quantitative Data in Sociology
SOCI 570A	Seminar in Work, Industry, and Technology

### Instructors

Dr. Jason Ellis
Dr. Mona Gleason
Dr. Amy Metcalfe
Dr. Lesley Andres
Dr. Hans Pechar
Dr. Shan Hongxia
Dr. Taylor Webb
Dr. André Elias Mazawi
Dr. André Elias Mazawi
Dr. Anita Hubley
Dr. Amery Wu
Dr. Yan Liu
Dr. Bruno Zumbo
Dr. Bruno Zumbo
Dr. Bruno Zumbo
Dr. Taylor Owen
Dr. Elizabeth Hirsh
Dr. Sylvia Fuller

## AWARDS

Vanier Canada Graduate Scholarship	2014-2017
UBC Four Year Doctoral Fellowship	2013-2017
Donald and Ellen Poulter Scholarship	2016
Dean of Education Scholarship	2015

## SELECTED PUBLICATIONS

Kalleberg, A. L., Fuller, S., & Pullman, A. (accepted/in press). Job quality in the United States and Canada. *The Oxford Handbook of Job Quality*.

Jongbloed, J., & Pullman, A. (2016). Wellbeing in the welfare state: The redistributive capacity of education. *European Journal of Education, 51*(4), 564-586.

Shan, H. S., Pullman, A., & Zhao, Q. H. (2016). The making of transnational social space: Chinese women managing careers and lives between China and Canada. *Asian and Pacific Migration Journal, 25*(2), 105-129.

Pullman, A. (2015). Emancipation, marketization, and social protection: the female subject within vocational training policy in Canada, 1960 to 1990. *Gender & Education*, 27(7), 759-775.

Pullman, A., & Andres, A. (2015). Two sides of the same coin?: Applied and general higher education gender stratification in Canada. In C. Imdorf, K. Hegna, & L. Reisel (Eds.), *Comparative studies of gender segregation in vocational education and training: Institutional and individual perspectives* (pp. 237-62). Bingley, UK: Emerald Insight.

Pullman, A. (2015). Racialized bodies, pliable minds: An ethnography on the fringe of international education. *Asia Pacific Journal of Education*, 35(1), 1-13.

Pullman, A., & Nichols, C. (2015). Chapter 1: Framing peace-by-piece: How to 'teach' peace to a subject that is continually in crisis? In H. Smits & R. Naqvi (Eds.), *Framing Peace: Thinking About and Enacting Curriculum as "Radical Hope"* (pp. 29-41). New York: Peter Lang.

Pullman, A. (2013). Destabilizing curriculum history: A genealogy of critical thinking. *Journal for Curriculum Theorizing*, 29(1), 173-187.

#### SELECTED PRESENTATIONS

Pullman, A., & Jongbloed, J. (2017, April). Cross-country comparisons on the relative relationship between education and workplace task discretion. Paper presented at The *International Conference on PIAAC and PIAAC-Longitudinal*, Mannheim, Germany.

Pullman, A., & Andres, L. (2016, May). Quick, slow, and stagnant mobility: Higher education and occupational prestige over the life course. Paper presented at the *Canadian Society for Studies in Higher Education Annual Conference*, Calgary, Canada.

Pullman, A., & Jongbloed, J. (2016, March). Flourishing from education to work? A cross-national comparison of the link between educational attainment and the utilization of workplace capabilities. Paper presented at the *Comparative and International Education Society Annual Conference*, Vancouver, Canada.

Andres, L., & Pullman, A. (2015, October). *Gender stratification, higher education, and labour market outcomes over the life course*. Paper presented at the *Longitudinal and Life Course Studies Annual Conference*, Dublin, Ireland.

Pullman, A., & Andres, L. (2014, October). *Gendered labour market effects of vertical and horizontal stratification in higher education*. Paper presented at the *Longitudinal and Life Course Studies Annual Conference*, Lausanne, Switzerland.

Pullman, A. (2014, September). *Emancipation, marketization, and social protection: The shifting organizational boundaries of vocational training in Canada, 1960 to 1990*. Paper presented at the Consortium of Higher Education Researchers Annual Conference, Rome, Italy.



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THE UNIVERSITY OF BRITISH COLUMBIA

## Graduate and Postdoctoral Studies

#### PROGRAMME

The Final Oral Examination  
For the Degree of

DOCTOR OF PHILOSOPHY  
(Educational Studies)

ASHLEY MICHELLE PULLMAN

M.A., University of Victoria, 2011  
B.A., Simon Fraser University, 2009

Wednesday, September 13, 2017, 9:00 am  
Room 200, Graduate Student Centre  
*Latecomers will not be admitted*

**“Dimensions of Educational Stratification: Non-Standard  
Employment, Workplace Task Discretion, and Educational Beliefs”**

#### EXAMINING COMMITTEE

Chair:  
Dr. Dawn Currie (Sociology)

Supervisory Committee:  
Dr. Lesley Andres, Research Supervisor (Educational Studies)  
Dr. Alison Taylor (Educational Studies)  
Dr. Sylvia Fuller (Sociology)

University Examiners:  
Dr. Kjell Rubenson (Educational Studies)  
Dr. Elizabeth Hirsh (Sociology)

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Dr. Karen Robson  
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