# Julia Scott Immer

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## TECH SKILLS

C++

Python

Java

Bash

SQL

Kubernetes

Gitlab CI/CD

Helm

Docker

Maven

Algorithms

Data Structures

Research

Statistics

HTML

CSS

## BUSINESS/ SOFT SKILLS

Writing

Public speaking

Product development

Group facilitation

Event organization

Workshop design

Copy writing

Branding

Graphic design

Voiceover

## EDUCATION

### UNIVERSITY OF COLORADO BOULDER

*Applied Computer Science, Post-Bacc Bachelor of Science*

- May 2021- May 2022
- 3.86 GPA

### UNIVERSITY OF CENTRAL MISSOURI

*Mathematics, Bachelor of Science, Minor Physics*

- 3.72 GPA , Cum Laude, Dean's List

## PROJECTS & EXPERIENCE

### SOFTWARE ENGINEER INTERN

*FADE Program / Company32-CACI / May 2022 - August 2022*

- Application Key Infrastructure: Designed & created Heimdall authorization microservice + client library, issuing & validating tokens signed via encryption. Throttling via cached rules & accesses.
- Proof of concept: gitlab pipelines, quarkus, heimdall itself
- Generated/maintained design documents, pivoting code with design
- Bandwidth test project for Edge: download estimate for remote clients

### RING BUFFER FOR AUDIO PROCESSING

*December 2021*

- Designed & implemented circular array buffer, the fundamental audio data structure to store and process samples. Created looping effect. C++

### RSA AUDIO ENCRYPTION SCHEME

*July 2021*

- Built RSA encryption software exploring the mathematics by encrypting text and audio files in python. Implemented fast modular exponentiation, Bezout's coefficient, RSA algorithm, rudimentary code-breaking

### INTIMACY AND RELATIONSHIPS EDUCATOR

*Boulder, Colorado / September 2012 - May 2021*

- Built two in-person educational organizations and two vibrant online communities, moderating and managing several moderators
- Coached hundreds of private clients
- Designed, marketed, and led empowerment workshops
- Organized bimonthly events featuring international experts

### RESEARCH

*Epistemological Beliefs, Confidence, and Academic Performance*

- Grant funded research investigating math confidence, beliefs about math and how that compared to academic performance