**Table 4. Faculty Participant Post-FMN Survey Data\*.**

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| **Item #** | **Survey Five-point Likert-Scale Question Stem** | **Associated FMN Objectives** | **Median Likert Response** | **Mean Likert Response** | **Strongly Agreed or Agreed (%)** |
| 1 | The FMN community provided a positive professional development experience. | 1 | 5.00 | 4.86 | 100 |
| 2 | I would recommend a future NIBLSE FMN to colleagues who plan to implement bioinformatics in their courses. | 1 | 5.00 | 5.00 | 100 |
| 3 | I have gained confidence in teaching bioinformatics concepts and/or tools found within the modules having participated in the FMN. | 2, 3 | 4.50 | 4.57 | 100 |
| 4 | The base materials provided in the FMN were valuable in providing a place to start when adapting the materials to your course specific learning objectives. | 2 | 5.00 | 5.00 | 100 |
| 5 | Being part of the FMN community instilled a sense of more self-confidence in implementing the bioinformatics module(s) in your classroom. | 2, 3 | 5.00 | 4.71 | 100 |
| 6 | The structured deadlines within the FMN were valuable to ensure progress and accountability in adapting the resource for your classroom. | 2 | 4.00 | 4.14 | 86 |
| 7 | The FMN community established an environment to comfortably expand your knowledge of bioinformatics concepts and tools. | 2, 4 | 5.00 | 4.57 | 100 |
| 8 | Interactions with other FMN peer participants was useful to provide feedback and/or in acting as a sounding board for ideas on how to adapt materials for your classroom. | 2, 3 | 5.00 | 4.71 | 100 |
| 9 | Interactions with the FMN mentors were valuable for providing feedback and/or in acting as a sounding board for ideas on how to adapt materials for your classroom. | 3 | 5.00 | 4.85 | 100 |
| 10 | **Your department/institution values pedagogical scholarship such as efforts to adapt and publish learning resources facilitated by the FMN.** | 5 | 4.50 | 4.14 | 71 |
| 11 | I plan to use bioinformatics module(s) associated with the FMN in future iterations of my course or in other future courses. | 6 | 5.00 | 5.00 | 100 |
| 12 | The diverse background of FMN participants (e.g., proficiency in bioinformatics, subdiscipline of biological training) had utility in fostering an environment for the creation of novel ideas regarding learning resource adaptations. | 7 | 5.00 | 4.42 | 86 |
| 13 | I would view expanded and/or adapted versions of other NIBLSE learning resources as a valuable resource for educators if they were further developed in a similar way as the modules within the current FMN. | 8 | 5.00 | 4.57 | 86 |
| 14 | I would consider full or subsets of questions from assessment instruments developed and piloted during a FMN to be a potentially useful resource for educator use. | 9 | 5.00 | 4.71 | 100 |