

Posting to The Love Consortium Dataverse

Step-by-step guide and examples

Overview

This document details the submission process to The Love Consortium Dataverse. The process involves 6 steps, only 4 of which are required:

1. Create an account (~2 minutes)
2. Create a record within The Love Consortium Dataverse (~1 minute)
3. Describe your data so others can find it (15 - 30 minutes)
4. (Optional) Upload supplementary files
5. Review your record (~5 minutes)
6. (Optional) Connect your Open Science Framework account to The Love Consortium Dataverse

Altogether, the upload process will take between 30 minutes and an hour, depending on how detailed you choose to be in your description of the dataset and how many supplemental files you wish you upload. Additional resources can be found on our website:

<https://www.theloveconsortium.org/sharing-datasets>.

Please send any questions to theloveconsortium@unc.edu and we'll be happy to help.

Step 1: Create an account

To set up an account, go to <https://dataverse.unc.edu/dataverse/love> and click **Log In** in the upper right corner.

Select your institution from the drop-down menu to create an account using your institution's login service.

If your institution is not in the drop-down, please select **Sign Up** and fill in the form to create your free account.

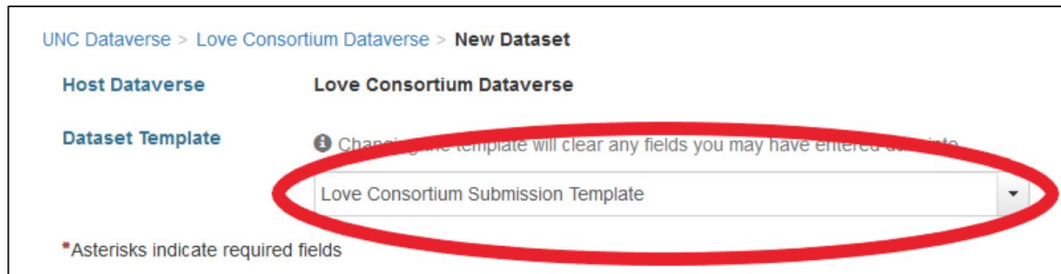


Step 2: Create a record

Make sure you are in [The Love Consortium Dataverse](#)

Click **+Add Data > New Dataset**

Under Dataset Template, select **The Love Consortium Template***



Step 3: Describe your data

The Love Consortium Submission Template contains a number of required and optional fields to help you describe your dataset and, in turn, help others find it.

Take some time to **complete the required (*) fields as well as any optional fields** you think are useful. The fields with checklist responses (e.g., “Commonly Used Love Assessment” and “Commonly Studied Constructs”) are especially helpful for search visibility, so take the extra time to go through the full list of options.

Use the open-text boxes (e.g., “Notes” and “Description”) to highlight any additional constructs or methods used which are not already captured in the other fields.

Slides 11-14 in the appendix provide examples of three datasets currently included in The Love Consortium Dataverse with varied methods and sample characteristics.

The screenshot shows a web form titled "Citation Metadata". It contains several sections for data entry:

- Title ***: A text box with the placeholder "[Title of Study], [YYYY]". Below it is a button that says "Add 'Replication Data for' to Title".
- Author ***: A section with two columns. The left column has a "Name *" field with "Kurtz, Laura" entered. The right column has an "Affiliation *" field with "University of North Carolina at Chapel Hi" entered. Below these is an "Identifier Scheme" dropdown menu set to "Select..." and an "Identifier" text box. A "+" button is to the right.
- Contact ***: A section with two columns. The left column has a "Name *" field with "Kurtz, Laura" entered and an "E-mail *" field with "lkurtz@email.unc.edu" entered. The right column has an "Affiliation *" field with "University of North Carolina at Chapel Hi" entered. A "+" button is to the right.
- Description ***: A section with a "Text *" field. Above the text box is a note: "This field supports only certain HTML tags." The text box contains a detailed note about providing information about participants and procedure, with a list of bullet points: "Specify number of participants and important demographic information (e.g., ethnicity, age, country and/or region, key inclusion or exclusion criteria); Specify type of relationship(s), if any (e.g., romantic relationships, parent-child, friendship) and type of data (e.g., individual, dyadic, family); Provide procedural overview; Specify methods (e.g., survey, longitudinal, experience sampling, behavioral observation, physiological measures); Specify your university and ethics board approval number." A "+" button is to the right.

Note: you choose how much detail you want to provide in this step. Keep in mind, though, that the more detail you provide, the more likely others are to find your dataset and reach out to collaborate!

Step 4: (Optional) Upload supplementary files

You may also upload supplementary documents (e.g., codebooks, detailed procedural information, data files) with your record.

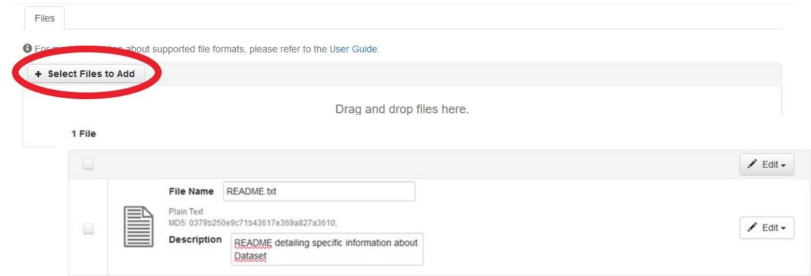
Any data files must be de-identified and stripped of sensitive variables and you must also have permission to share the data (i.e., IRB approved and not proprietary). Data files should be saved in one of the following formats for the best preservation:

- SPSS - Versions 7 to 22 (.por OR .sav)
- Stata - Versions 4 to 13 (.dta)
- R – Versions 1 to 3 (.RData)
- Microsoft Excel (.xlsx)

All other files (e.g., codebooks) should be saved as PDF or TXT files. Be sure to include the title of your study, author(s) name(s), and contact information on all pages of your document.

When you're ready to upload a file, click **+Select Files to Add** and locate the file on your computer.

Edit the **File Name** and add a **Description**.



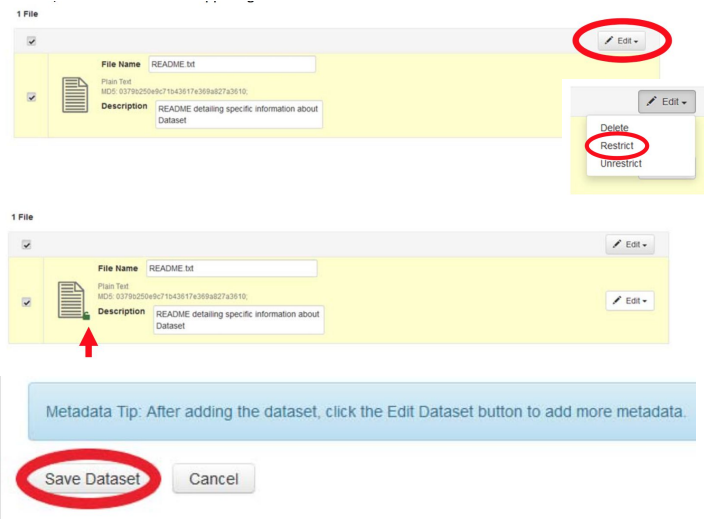
Step 4: (Optional) Upload supplementary files

If you want users to have to request access from you before downloading a file, select the checkbox next the file, followed by **Edit > Restrict**. This will trigger an email to be sent to you whenever a user requests your file.

Restricted files are denoted by a green lock symbol.

Unrestrict a file by selecting the checkbox next to the file, then **Edit > Unrestrict**.

Once all files are uploaded, click **Save Dataset**



Step 5: Review your record

Review your record once more before submitting.

If any changes need to be made, select **Edit > Metadata** in the upper right corner of the record.*

Once edits are completed, click **Save Changes**.

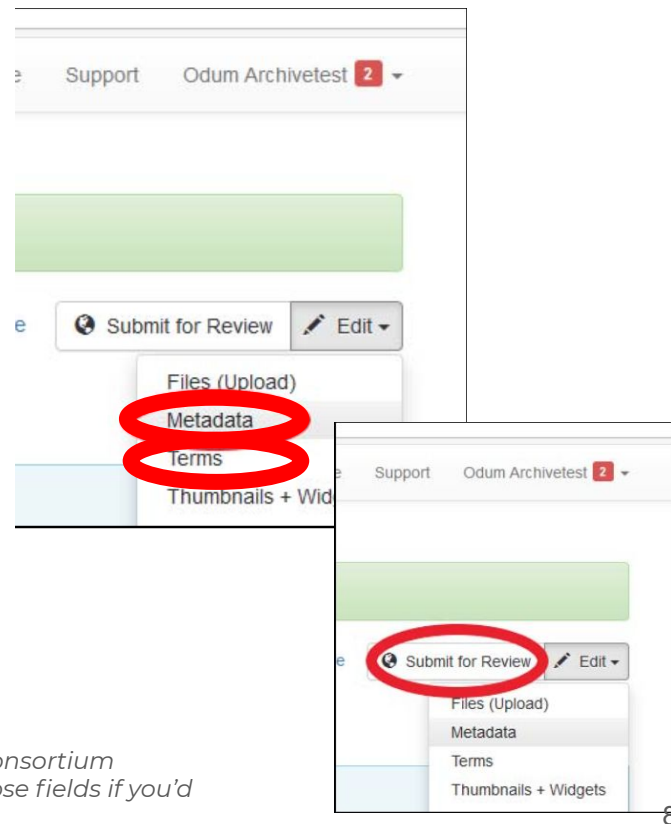
Review Terms of Use by selecting **Edit > Terms**.

Make any edits and click **Save Changes**.

When you're ready to submit your record, click **Submit for Review**.

A member of the administrative team will review your record for clarity, ask any additional questions, and publish your record when ready.

**Note: Editing the metadata will provide access to more fields than are visible in The Love Consortium Template. Although not necessary, you are welcome to provide additional information in those fields if you'd like.*



Step 6: (Optional) Connect your OSF account

If you have an existing Open Science Framework account and would like to connect it to The Love Consortium Dataverse, please follow the instructions provided here:

<https://help.osf.io/hc/en-us/articles/360019737314-Connect-Dataverse-to-a-Project>

Note: You must create an account with The Love Consortium Dataverse before you are able to connect your OSF account to the Dataverse

Appendix

Example 1

Algoe, Sara; Fredrickson, Barbara, 2019, "Carolina Couples Study, 2008 ("CC08")", <https://doi.org/10.15139/S3/MFYEZH>, UNC Dataverse, V1

Citation Metadata	
Dataset Persistent ID	doi:10.15139/S3/MFYEZH
Publication Date	2019-09-11
Title	Carolina Couples Study, 2008 ("CC08")
Author	Algoe, Sara (University of North Carolina at Chapel Hill) - ORCID: 0000-0002-1273-2968 Fredrickson, Barbara (University of North Carolina at Chapel Hill)
Contact	Use email button above to contact. Algoe, Sara (University of North Carolina at Chapel Hill)
Description	<p>80 romantic couples (N = 160) from Chapel Hill, North Carolina and the surrounding region (e.g., Durham, NC; U. S. A.) enrolled in a two week observational study. 88 people from 55 couples also completed an unplanned follow-up survey in response to an email sent approximately six months after study completion.</p> <p>To be eligible, they must have been at least 18 years old and in a romantic relationship for a minimum of 6 months.</p> <p>On average, participants were in their late 20s (range 18-57), had been involved in their romantic relationship for just more than four years, and the majority identified as White/Caucasian (74.4%). 77 of the 80 couples were heterosexual.</p> <p>Participants independently completed a 45-minute online questionnaire in the days prior to their first lab session. The couple attended the lab session together. There, we took baseline recordings of physiological activity, then the participants participated in a series of structured videorecorded conversations about everyday topics, and privately answered brief questionnaires on a laptop after each conversation. Psychophysiology was also assessed during these conversations. Topics were:</p> <ul style="list-style-type: none">- How the couple first met (joint conversation).- Disclosure of a negative personal event (each couple-member disclosed, giving each couple-member a chance to provide support).- Disclosure of a positive personal event (each couple-member disclosed, giving each couple-member a chance to respond to the capitalization situation). <p>For the subsequent two weeks (14 nights), couple-members independently completed a brief nightly questionnaire about their day (including personal well-being and interactions with the partner).</p> <p>Two weeks after the initial lab session, the couple attended a second lab session. There, baseline psychophysiology was again assessed, they participated in two structured videorecorded conversations in which one member of the couple expressed gratitude to the other and privately answered questionnaires after each conversation. Psychophysiology was assessed during these conversations. A final questionnaire assessed compliance, willingness to be recontacted, and consent to use transcripts and videos/images in various contexts in the future.</p> <p>Participants in this study provided saliva samples that were used for genotyping.</p> <p>University of North Carolina at Chapel Hill IRB# 07-1988 (2019-08-30)</p>
Subject	Social Sciences
Keyword	Videorecorded conversations include capitalization, social support, expressed gratitude; experience sampling; positive psychology constructs

Example 1, continued

Related Publication

Algoe, S. B., Fredrickson, B. L., & Gable, S. L. (2013). The social functions of the emotion of gratitude via expression. *Emotion*, 13(4), 605-609. doi: 10.1037/a0032701 <https://doi.org/10.1037/a0032701>

Algoe, S. B. & Way, B. (2014). Evidence for a role of the oxytocin system, indexed by genetic variation in CD38, in the social bonding effects of expressed gratitude. *Social Cognitive and Affective Neuroscience*. doi: 10.1093/scan/nst182 <https://doi.org/10.1093/scan/nst182>

Kurtz, L. E., & Algoe, S. B. (2015). Putting laughter in context: Shared laughter as a behavioral indicator of relationship well-being. *Personal Relationships*. doi: 10.1111/pere.12095 <https://doi.org/10.1111/pere.12095>

Algoe, S. B., Kurtz, L. E., & Hilaire, N. M. (2016). Putting the "you" in "thank you": Other-praising behavior explains the role of expressed gratitude in social life. *Social Psychological and Personality Science*, 7(7), 658-666. doi: 10.1177/1948550616651681 <https://doi.org/10.1177/1948550616651681>

Notes

Dr. Baldwin Way developed the saliva collection procedure and conducted genotyping on the samples.

Data were collected by the following volunteers: Jordan (Whitney) Akers, Leslie Allison, Jenny Bridgers, Katelyn Brown-Gomez, Alese Harris, Hannah Kirby, Nathan Kretschmar, Laura Kurtz, Alysson Light, Megan McMurray, Nicholas Miller, Marion Smith, and Margaret Taylor.

Grant Information

National Institute of Mental Health: MH59615
National Science Foundation: 0615478

Depositor

Algoe, Sara

Deposit Date

2019-08-30

Date of Collection

Start: 2008-01-20 ; End: 2008-08-05
Start: 2008-07-25 ; End: 2009-03-16

Geospatial Metadata

Geographic Coverage

United States North Carolina Chapel Hill (And surrounding area)

The Love Consortium Metadata

Commonly Used Love Assessment

Love the emotion; Passionate love

Commonly Studied Constructs

Admiration; Affectionate touch; Anxiety; Approach and avoidance social motives; Attachment; Awe; Capitalization; Caring; Closeness; Commitment; Depression; Early childhood adversity; Embarrassment; Emotional expressivity; Emotions - Negative; Emotions - Positive; Expressed gratitude; First meeting conversation; Flourishing; Gratitude toward partner; Guilt; Happiness; Hurt feelings; Interpersonal perceptions; Intimacy; Jealousy; Laughter; Life satisfaction; Love; Meditation; Mindfulness; Mood; Nonverbal communication; Opioid system; Optimism; Oxytocin; Parasympathetic nervous system; Passionate love; Perceived partner responsiveness; Praise; Relationship disengagement/dissolution; Relationship maintenance; Relationship satisfaction; Resentment; Responsive behavior; Sexual desire; Sexual frequency; Shared activities with partner; Social support for negative events; Social support for positive events; Socioeconomic status; Sympathetic nervous system; Understanding; Validation; Well-being

Population Unit

Both members of a dyad

Focal Relationship Type

Romantic

Age Group

Adulthood (18 yrs & older)

Sample Size

160 individuals from 80 couples

Methodology

Audio- and/or video-recording; Behavioral task; Biological sample; Experience sampling; Follow-up assessment(s); Psychophysiology; Surveys

Longitudinal Component

142 people who had consented to be re-contacted (92.2% of sample) received an emailed invitation for a brief online survey 6-9 months after participation.

Collaboration Notes

Dr. Algoe will review proposals every couple of weeks and is generally open to collaboration with this dataset, provided that the goals of the collaboration do not conflict with our prior or current use of the data. Her considerations for collaboration include feasibility, novelty, and potential impact of the work. Out of consideration for you and other collaborators, she may decline or postpone the start of a potential collaboration due to prior obligations. Her expectation is that she or Dr. Fredrickson will be given the opportunity to participate in the planning, analysis, and writeup of any papers, and will be authors unless they choose not to be. Any student interested in the data must have support and mentorship from their primary advisor. We do not have ethics approval to post these data online.

There are many more measures in the dataset than this form allows us to list. Please look at the attached Summary of Measures file for more information. To follow up, please use the "Contact" button above and include the dataset name (CC08) as well as the bottom line of your inquiry in the subject line of the email.

Example 2

Heshmati, Saida; Oravecz, Zita, 2019, "Within-Person Processes in Experienced Love in Daily Life, 2016", <https://doi.org/10.15139/S3/1EAYEL>, UNC Dataverse, V1

Citation Metadata

Dataset Persistent ID	doi:10.15139/S3/1EAYEL
Publication Date	2019-10-27
Title	Within-Person Processes in Experienced Love in Daily Life, 2016
Author	Heshmati, Saida (Claremont Graduate University) - ORCID: 0000-0003-4002-128X Oravecz, Zita (Pennsylvania State University) - ORCID: 0000-0002-9070-3329
Contact	Use email button above to contact. Heshmati, Saida (Claremont Graduate University) Oravecz, Saida (Pennsylvania State University)

Description

We conducted an Ecological Momentary Assessment (EMA; or experience sampling) studies to examine the within-person processes in experienced love in daily life and how these processes relate to person characteristics. This study was conducted at the Pennsylvania State University. The study procedure along with the sample characteristics is as follows:

SAMPLE. This EMA study consisted of 52 individuals (17 male and 35 female, mean age = 30 years, SD = 10, min = 19, max = 48). This sample consisted of students and university staff of the Pennsylvania State University and data collection occurred during the summer of 2016. We refer to this sample as the Community Sample due to the diversity in age range in our participants.

PROCEDURE. This study was a four-week long EMA study. The day before the EMA procedure began, in the introductory session, the participants completed a battery of self-report surveys (BFI-2, Flourishing, Health, General Happiness, Gratitude, Satisfaction With Life, Meaning in Life, Authentic Happiness, PERMA Profiler) and demographics items. They then provided informed consent and their respective phone numbers were registered with the text messaging service SurveySignal (SurveySignal, LLC, 2015). Text messages to complete the EMA surveys were sent to the participants' smartphones six times a day. Survey timing was determined by dividing participants' self-reported usual waking hours into six equal-length intervals, and survey prompts were delivered at a random timing within each time interval, constrained so that no two prompts were less than 30 minutes apart. This sampling scheme was chosen to reduce expectation biases in reporting while providing a representative sampling of the individuals' context. Web-based EMA surveys were designed in and delivered by the Qualtrics survey system (Qualtrics, Provo, UT, 2017). Over the course of the four weeks, participants received and responded to up to 168 text-message (six per day) prompted web-based EMA surveys. Each EMA survey contained 10-12 questions/statements, three of which were centered on loving feelings ("How much do you feel loved right now?", "I love the world around me.", "Since the last survey, I have been expressing love."). Additional items were related to elements of well-being. After the four-week EMA data collection, in an Exit session, participants returned to the laboratory to retake the battery of self-report surveys that they completed in the introductory session (Flourishing, Health, Authentic Happiness, PERMA Profiler) plus additional questionnaires (Interpersonal Support Evaluation, Inclusion of Other in the Self, Spirituality & Religiosity, Experiences in Close Relationships-Relationship Structure, Mindfulness, General Happiness). Compliance was high, with participants completing an average of 157 (SD = 15) of the surveys. Participants were paid proportional to their response rate.

This study received approval from Pennsylvania State University's Institutional Review Board. IRB# 00001017 (2016-05-20)

Subject	Social Sciences
Keyword	Love Ecological Momentary Assessment Well-Being Experience Sampling
Related Publication	Oravecz, Z., Dismith, J., Heshmati, S., Vandekerckhove, J., & Brick, T. (Accepted). Psychological Well-Being and Personality Traits are Associated with Experiencing Love in Everyday Life. <i>Personality and Individual Differences</i> .
Grant Information	John Templeton Foundation: 48192
Depositor	Heshmati, Saida
Deposit Date	2019-10-26
Date of Collection	Start: 2016-05-20 ; End: 2016-09-08

Geospatial Metadata

Geographic Coverage	United States Pennsylvania State College
----------------------------	--

The Love Consortium Metadata

Commonly Used Love Assessment	Love the emotion; Other love assessment
Commonly Studied Constructs	Emotions - Negative; Emotions - Positive; Flourishing; Grateful disposition; Happiness; Life satisfaction; Love; Meaning in life; Mindfulness; Openness to experience; Physical health; Relational-interdependent self-construal; Religiosity; Sleep; Social support for negative events; Social support for positive events; Spirituality; Stress; Well-being
Population Unit	Individuals
Focal Relationship Type	No relationship requirement
Age Group	Adulthood (18 yrs & older)
Sample Size	52
Methodology	Experience sampling; Follow-up assessment(s); Surveys
Longitudinal Component	One follow up assessment was taken at 4 weeks, at the conclusion of the study.
Collaboration Notes	Dr. Heshmati will review proposals every couple of weeks and is generally open to collaboration with this dataset, provided that the goals of the collaboration do not conflict with prior or current use of the data. Her considerations for collaboration include feasibility, novelty, and potential impact of the work. Out of consideration for you and other collaborations, she may decline or postpone the start of a potential collaboration due to prior obligations. Her expectation is that she and Dr. Oravecz will be given the opportunity to participate in the planning, analysis, and writeup of any papers, and will be authors unless they choose not to be. Any student interested in the data must have support and mentorship from their primary advisor. We do not have ethics approval to post these data online. There are many more measures in the dataset than this form allows us to list. Please contact us if you need more information on the dataset and study design. To follow up, please use the "Contact" button above and include the dataset name as well as the bottom line of your inquiry in the subject line of the email.

Example 3

Parenting Diary Study, 2018 Version 1.0 Nelson-Coffey, Katie; Coffey, John, 2019, "Parenting Diary Study, 2018", <https://doi.org/10.15139/S3/CMMGBP>, UNC Dataverse, V1

Citation Metadata ^	
Dataset Persistent ID ?	doi:10.15139/S3/CMMGBP
Publication Date ?	2019-10-28
Title ?	Parenting Diary Study, 2018
Author ?	Nelson-Coffey, Katie (The University of the South) - ORCID: 00-0002-9958-6819 Coffey, John (The University of the South)
Contact ?	Use email button above to contact. Nelson-Coffey, Katie
Description ?	<p>Parents (N = 280; 65% women) with at least one child living in the home participated in a 9-day daily diary study. On the first and last day, they completed basic measures of overall well-being, attachment, caregiving goals, and additional parenting specific measures. Each day for 1 week (7 days in-between the 2 book-end time points), they completed a caregiving diary and measures of emotions (including love), psychological need satisfaction, relationship satisfaction, and closeness. (More detail below).</p> <p>To be eligible, participants must have been at least 18 years of age and have at least one child living in the home.</p> <p>On average, parents were in their 30s (range 22-64) with roughly 2 children. Parents' youngest child was around age 2 and oldest child was roughly age 10.</p> <p>For the daily diary, parents wrote about an experience they had caring for their child that day. They also completed measures of positive and negative emotions, psychological need satisfaction, daily meaning and life satisfaction, relationship satisfaction (with romantic partner), and inclusion of other in self (completed for both romantic partner and child).</p> <p>The University of the South IRB #17-6 (2019-10-28)</p>
Subject ?	Social Sciences
Keyword ?	Daily Diary Parents Positive Psychology Constructs
Related Publication ?	Two manuscripts currently in preparation.
Depositor ?	Nelson-Coffey, Katie
Deposit Date ?	2019-10-28
Date of Collection ?	Start: 2018-02-12 ; End: 2018-03-25

Geospatial Metadata ^	
Geographic Coverage ?	United States
The Love Consortium Metadata ^	
Commonly Used Love Assessment ?	Love the emotion; Parental love
Commonly Studied Constructs ?	Affection; Attachment; Autonomy; Caring; Closeness; Compassion; Compassionate goals; Depression; Emotions - Negative; Emotions - Positive; Empathy; Guilt; Happiness; Life satisfaction; Love; Meaning in life; Parenting behavior; Parenting goals; Relatedness; Relationship satisfaction; Self-image goals; Well-being
Population Unit ?	Individuals
Focal Relationship Type ?	Family
Age Group ?	Adulthood (18 yrs & older)
Sample Racial/Ethnic Composition ?	The majority of parents were White (75.6%), followed by African American (8.9%), Asian American (6.3%), Latino/a (4.8%), American Indian/Alaskan Native (1.5%), Other (0.7%), and Middle Eastern (0.4%).
Sample Size ?	280
Methodology ?	Surveys; Other methodology
Longitudinal Component ?	9 daily assessments, 1 day apart
Collaboration Notes ?	<p>Dr. Nelson-Coffey will review proposals every few weeks and is generally open to collaboration with this dataset, provided that the goals of the collaboration do not conflict with prior or current use of the data.</p> <p>Her considerations for collaboration include feasibility, novelty, and potential impact of the work.</p> <p>Out of consideration for you and other collaborators, she may decline or postpone the start of a potential collaboration due to prior obligations. Her expectation is that she will be given the opportunity to participate in the planning, analysis, and writeup of any papers, and will be an author on any resulting publication. Any student interested in the data must have support and mentorship from their primary advisor.</p> <p>There are many additional measures included in this dataset. Please see attached file for more information.</p>