

The Academic Boycott of Israel

Status Report | May 2026

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Academic Boycott | 06/26



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<https://www.neaman.org.il/en/project/scholar-shield/>

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Background

The State of Israel, recognized as a leading center of technological and scientific innovation, faces a complex array of economic, social and security challenges. Its academic system, which has demonstrated remarkable resilience over 78 years of statehood, continues to play a central role in advancing research, training high-quality human capital, and strengthening Israel's international standing. The achievements of Israeli academia in science and technology have helped position Israel as an advanced nation across diverse fields, including security, health, education, and technology.

The events of October 7, 2023, and the ensuing war triggered profound shifts in global public opinion and confronted Israel with new challenges, including intensified and sustained attempts to impose academic boycotts on Israeli institutions and researchers. These efforts draw, among other things, on the long-standing activities of the Boycott, Divestment, Sanctions (BDS) movement, which had promoted boycotts of Israel even prior to the war but gained renewed momentum following its outbreak. These developments necessitate a thorough examination of the implications of academic boycotts and the formulation of appropriate response strategies. Against this backdrop, the Samuel Neaman Institute established a dedicated task force to collect and analyze data, produce updated situation reports, and develop policy recommendations.

Since 2024, the Neaman Institute research team has conducted systematic and continuous data collection in this field, drawing on diverse information sources and conducting longitudinal trend analysis. As part of this effort, the Institute publishes periodic reports that provide current situational snapshots of developments in the international arena. Alongside these reports, an interactive dashboard is maintained and regularly updated, concentrating the information and making it accessible to the public and decision-makers. The reports and data are available on the project website:

<https://www.neaman.org.il/en/project/scholar-shield/>

The present report seeks to deepen and expand the knowledge base accumulated to date. It presents selected findings, prominent trends, and insights that have emerged since the publication of the previous report on the subject.¹ In doing so, it offers an updated, data-driven situation assessment that can serve as a foundation for informed discussion and the development of possible courses of action. In view of the “quiet boycott” phenomenon alongside tumultuous protests, empirical data serve as a compass enabling a shift from passive crisis management to the formulation of a proactive national strategy for academic resilience.

¹ Golany, B., Carmi, R., Buchnik, T., Barzani, A., Katz-Shacham, A., & Tamir, G. (2025). The Academic Boycott of Israel | Situation Report for June 2025. Samuel Neaman Institute.

Executive Summary

This document presents an updated situation report, as of the first half of 2026, on the impact of academic boycott initiatives against Israel. It integrates analysis of anti- and pro-Israel activity in the international arena with an examination of the performance of the Israeli academic system.

The underlying premise is that Israeli academia constitutes a central component of Israel's national strength. Since the October 2023 events, external pressures have intensified, including protests, boycott initiatives and a rise in reported antisemitic incidents on campuses. The data indicate a peak in protest activity in the United States during 2024, followed by a gradual decline, alongside a sharp increase in reports of antisemitic incidents beginning in late 2023 and a subsequent moderation. Concurrently, media coverage analysis shows that a significant portion of activity focuses on demonstrations, calls for boycotts and disruptions of academic events. Review of international reports points to a partial institutionalization and intensification of boycott initiatives in European and other Western academic institutions. This occurs against a backdrop of ongoing erosion in the academic space, normalization of antisemitic attitudes, and a persistent gap between students' experiences and institutional responses – trends that contribute to the deepening and expansion of boycott and isolation phenomena.

At the same time, performance indicators for Israeli academia reflect relative stability in research activity. The volume of European Research Council (ERC) grants, the number of scientific publications, and the rate of international collaborations show trends similar to those of comparator countries, with fluctuations but no evidence of significant damage. It is noted that some changes in these indicators also stem from disruptions to research activity caused by the war – including the reserve duty mobilization of researchers and logistical difficulties – which have hindered the submission of research proposals and articles. Nevertheless, certain gaps are evident in growth rates and the scope of collaborations, which may indicate systemic constraints or indirect effects of external pressures.

The document incorporates a review of international reports that highlight broader challenges on campuses worldwide, including feelings of insecurity, social exclusion, radicalization of discourse, and the role of institutional actors in shaping the academic climate. Taken together, the findings portray a complex reality: on the one hand, increased anti-Israel activity and expressions of hostility; on the other, relative resilience of the Israeli academic system and its continued integration into the international arena.

In conclusion, the report emphasizes the need for systematic, data-based monitoring that combines analysis of external pressures with internal performance metrics. Such monitoring is essential for developing informed, proactive policies to ensure the resilience and continued flourishing of Israeli academia.

Periodic Data Update

The data presented in the [Academic Boycott Dashboard](#) combine indicators documenting the scope of activity directed against Israel in the international academic arena with indicators reflecting the performance of the Israeli academic system during the same period. Among other elements, the dashboard includes information on the scale of campus protests, activities of anti-Israel organizations, and reports of antisemitic incidents at universities.

Concurrently, it presents metrics that allow assessment of the resilience and continued operation of Israeli academia, such as the volume of ERC grants, scientific publications, international collaborations, and the global rankings of Israeli universities. This integration enables a combined analysis of external pressures alongside academic performance and provides an empirical basis for evaluating the effects of boycott initiatives over time.

Anti-Israel Activity in U.S. Academic Institutions

The following chart presents the scope of pro-Palestinian protests² on U.S. campuses on a quarterly basis. It enables tracking of the dynamic development of the phenomenon since October 2023. Through geographic visualization and quarterly comparisons, it is possible to identify trends over time and space, including key centers of activity and changes in the intensity of protests during the period. The data indicate a sharp increase in the scale of protests during the second quarter of 2024 (Q2 2024), with particularly high concentrations of activity in states such as California, New York and Massachusetts. Following this peak, a gradual and sustained decline in activity levels occurred throughout 2024–2025, although lower-level activity persists in several key locations.

² The scope of protests is measured on the basis of the number of participants.

Figure 1: Protest Trends on U.S. Campuses Since October 2023

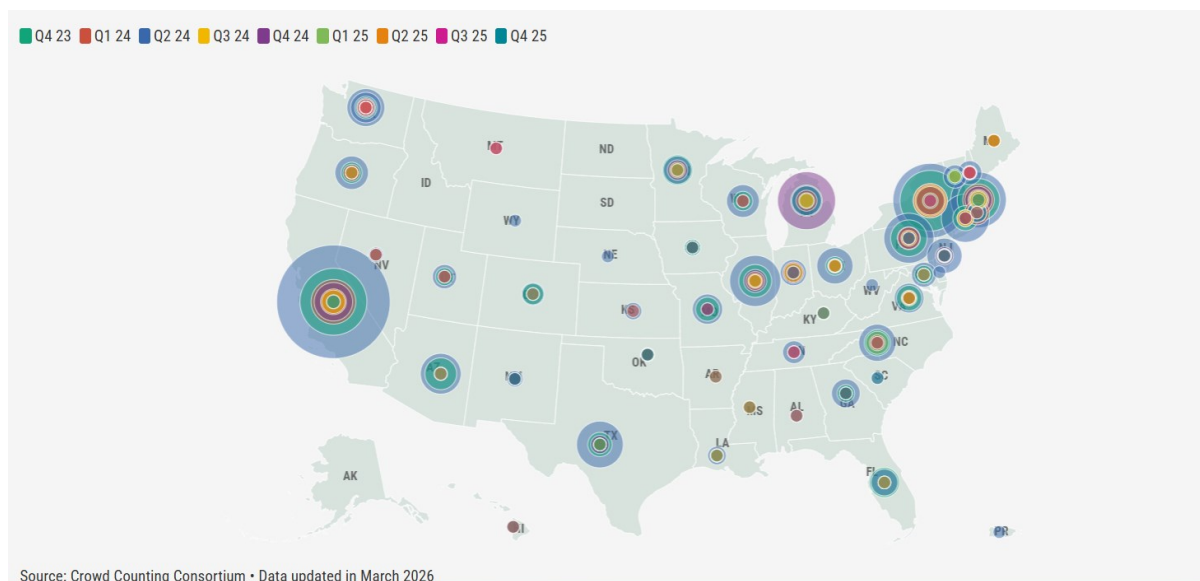
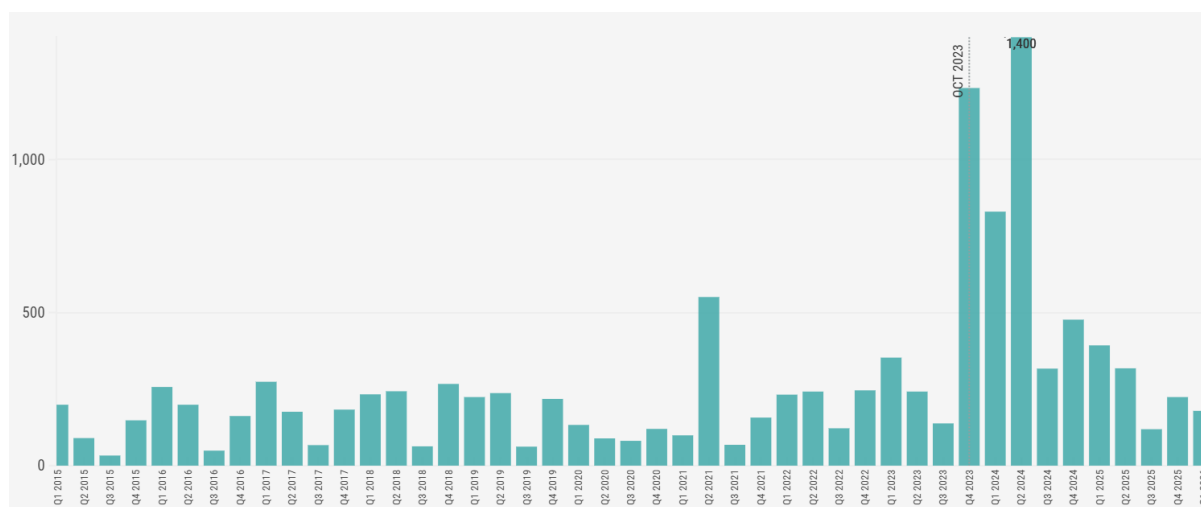


Figure 2, based on AMCHA Initiative³ data, presents the number of reports filed by students and faculty regarding antisemitic incidents on U.S. campuses. It allows examination of trends at both monthly and quarterly resolution. The data show that, after relatively stable levels in previous years, a particularly sharp increase occurred beginning in late 2023, with prominent peaks during 2024. From January 2020 to October 2023, the average number of reports stood at 192 incidents per quarter. In the fourth quarter of 2023, the number jumped to 1,234. In 2024, the quarterly average was 756 reports; in 2025, it declined to an average of 264 incidents per quarter.

³ Incidents of antisemitic activity that occurred on U.S. college and university campuses. [AMCHA Initiative website](#).

Figure 2: Reports of Antisemitic Incidents on U.S. Campuses – Trends Over Time



In June 2024, the Neaman Institute team began collecting media reports on academic boycotts. Information was gathered through daily Google Alerts updates using keywords defined by the research team, followed by filtering and analysis of diverse sources, including international media, local press, academic journals, and blogs.⁴ Of these publications, 727 addressed specific instances of academic boycotts and were categorized according to a structured classification system developed for the study.

Media coverage of academic boycott incidents reflects a complex socio-political reality. Approximately one-quarter of the documented reports concerned protests held on campuses, 24% reported calls and petitions for academic boycotts, 11% involved violence or vandalism, 9% described disruptions of events and offensive expressions, and 10% covered decisions taken by various university organizations. The distribution of incident types documented between June 2024 and April 2026 is shown in Figure 3; the distribution of news reports by period is shown in Figure 4.

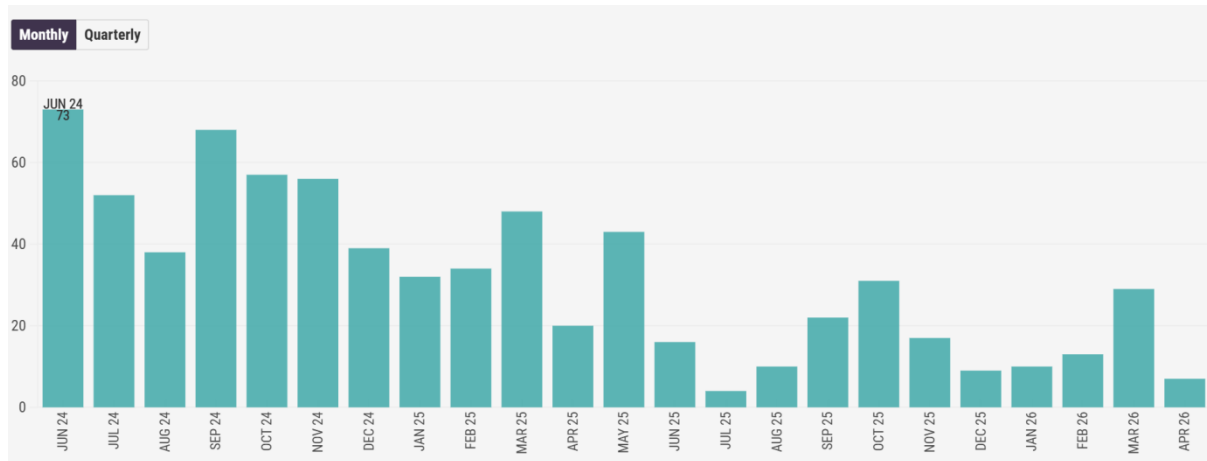
It is noteworthy that media reporting data are influenced by a variety of factors, including public interest during different periods, the extent of media coverage, the news agenda, and the editorial policies of individual outlets. These data should therefore be interpreted with caution, as they do not necessarily reflect the actual scale of the phenomenon but rather the level of its visibility and coverage.

⁴ It should be noted that the data collection focused primarily on sources published in English and Hebrew, which may bias representation toward English-speaking countries.

Figure 3: Distribution of News Reports by Type of Incident, June 2024–April 2026



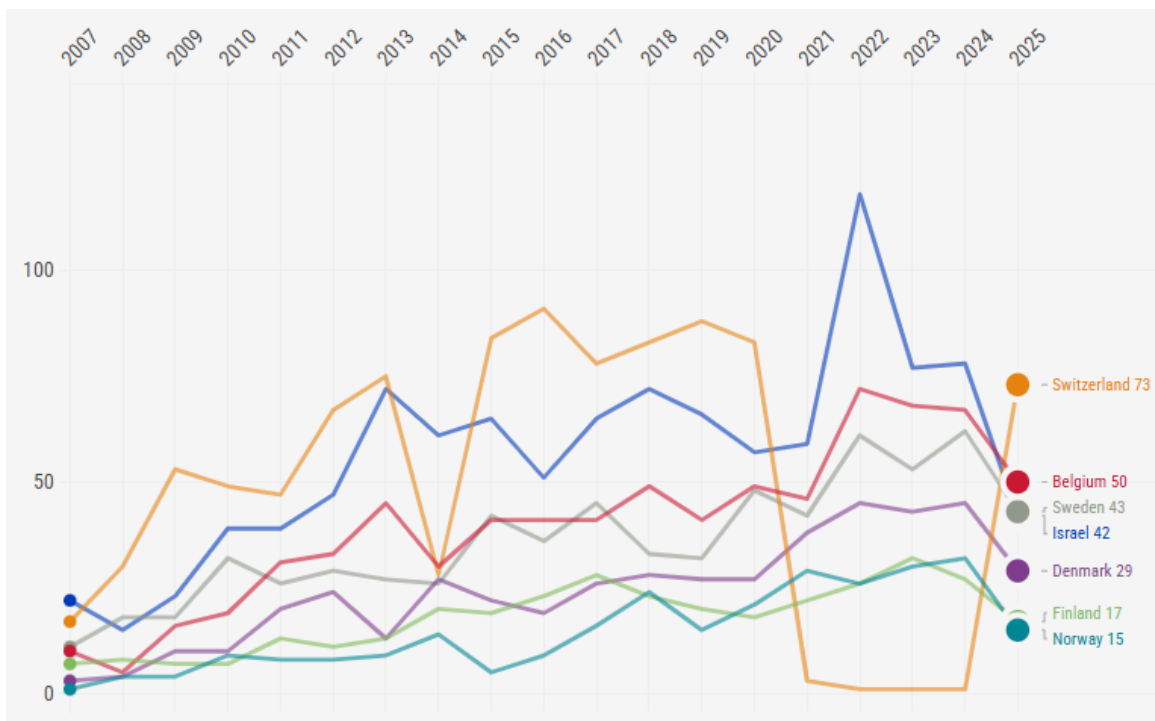
Figure 4: Distribution of News Reports by Period



Performance Indicators of Israeli Academia

The ERC grant metric serves as an important indicator of the level of activity and international recognition (with emphasis on the European arena) in academic research. It therefore functions as a tool for assessing possible effects of pressures and academic boycott initiatives on Israel. The data indicate that, despite certain fluctuations over the years, the volume of proposals submitted and grants awarded to Israeli researchers follows a trend similar to that of the reference countries. The decline observed in 2025, both in Israel and in other countries, can be attributed in part to increased competition following the return of leading countries such as the United Kingdom and Switzerland to the Horizon program.

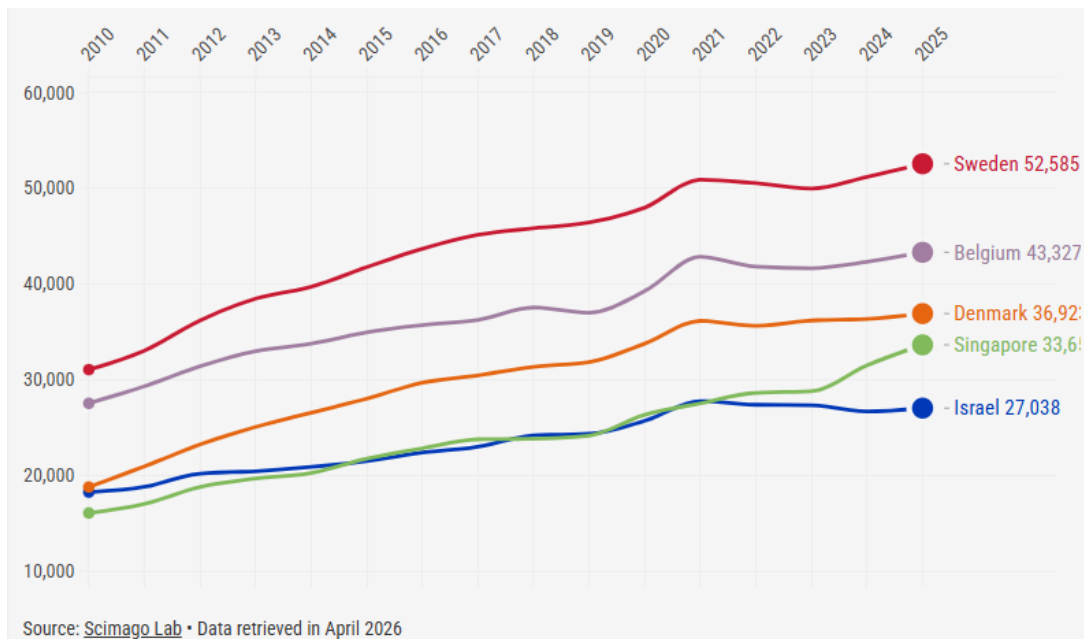
Figure 5: ERC Grant Trends – Israel and Comparator Countries⁵



Examination of the volume of scientific publications serves as an additional indicator of the continuity and resilience of the Israeli academic system. The data in Figure 6 show a consistent upward trend in Israeli scientific publications over the years, similar to trends observed in the reference countries. Despite certain fluctuations in recent years, no sharp decline in research activity is evident. The annual number of Israeli publications rose by 5% between 2020 and 2025. In Belgium, Denmark and Sweden, the average growth over the same period was 10%.

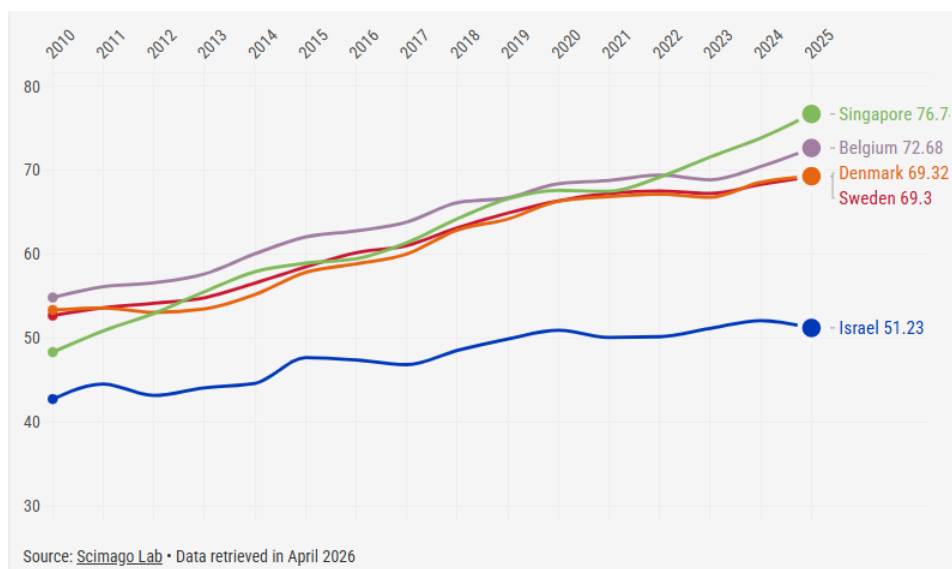
⁵ These countries serve as comparators to Israel in terms of population size and characteristics as small-to-medium-sized, open, knowledge-based economies. All have high rates of investment in R&D, strong academic systems, and extensive international collaborations – making them a relevant reference point for comparison.

Figure 6: Annual Trends in Scientific Publications – Israel and Comparator Countries⁵



The indicator of international collaboration in scientific publications reflects the degree of integration of the Israeli research system in the global arena and significantly influences the overall volume of each country’s publications. The data in Figure 7 indicate an increase in Israel’s rate of international collaboration between 2010 and 2024, followed by a slight decline in 2025 – unlike the reference countries, where the upward trend in this metric continued. The gaps relative to comparator countries may point to systemic constraints, such as access to international funding and integration into research networks, alongside the possibility of some impact from academic boycott measures.

Figure 7: International Collaboration in Scientific Publications – Israel and Comparator Countries [%]⁵



Findings and Insights from International Reports

This chapter presents a concise review of key findings from selected reports published over the past year. The review draws on the systematic monitoring conducted by the Neaman Institute team of reports, publications and data issued by Jewish organizations and universities worldwide. These materials are collected, indexed and form part of the project's knowledge infrastructure, with some linked to the research website for broader reference.⁶ This section offers a brief overview of the main findings from selected reports published during the past year.

Sweden | “We are not welcome here”⁷

The report by the Swedish Union of Jewish Youth presents a difficult picture of the experiences of Jewish youth in Swedish academic and public environments. Its findings indicate a pattern of ongoing exclusion, insecurity and alienation. Many respondents report avoiding the expression of their Jewish identity in public and academic spaces for fear of hostile reactions. The phenomenon is not limited to isolated incidents but is described as a broad pattern that includes offensive remarks, social boycotts, and, at times, direct threats.

A prominent finding is the gap between the severity of the reported experiences and the level of institutional response. As in other international reports, educational institutions are not always seen as responding adequately or consistently to incidents and are sometimes perceived as failing to ensure a safe and equitable environment for Jewish students. The report further highlights the impact of political discourse surrounding Israel on the daily lives of Jewish students, whose identity is often viewed through a political lens, leading to collective accusations and social exclusion.

Another notable finding concerns the dynamic of “identity concealment” – some students choose to avoid displaying Jewish symbols or participating in community activities as a coping strategy. This phenomenon reflects not only a sense of threat but also a profound erosion of their sense of belonging and of the academic space as an open and secure environment. At the same time, the report notes differences between institutions and the

⁶ Samuel Neaman Institute database on the academic boycott: <https://www.neaman.org.il/en/project/scholar-shield/>

⁷ “We are not welcome here” Jewish students’ and employees’ experiences of antisemitism and lack of safety in higher education in Sweden after October 7th | Swedish Union of Jewish Youth, 2026 [[report](#)]

existence of positive local initiatives, though these are neither uniform nor sufficient on a broader scale.

In summary, the report describes a complex reality in which academic integration continues alongside significant challenges to the personal and social security of Jewish youth. It underscores the need for clear institutional policies, consistent enforcement, and strengthened support mechanisms to address phenomena of exclusion and antisemitism in the academic sphere.

United Kingdom | Time for Change⁸

The report published by the Union of Jewish Students (UJS), based on a broad survey of students and personal testimonies, maps the scope and impact of the rise in antisemitism on British campuses across the entire student population.

The findings point to a normalization of antisemitic attitudes and behaviors in the academic space. For example, approximately 20% of students are unwilling to share accommodation with a Jewish student, and one-quarter of respondents reported exposure to behavior directed at Jews on the basis of their identity. The report also emphasizes the broad impact of the intense wave of political protest since October 2023, including sustained demonstrations, blockades and disruptions to routine studies – phenomena that affect not only Jewish students but the entire campus.

The report further addresses the connection between political discourse and social dynamics: Jewish students report social distancing, damage to personal relationships, and group pressure, as their identity is perceived through a political prism and sometimes leads to exclusion. At the same time, nearly half of the students reported exposure to expressions justifying violence or glorifying extremist organizations – a phenomenon the report views as part of a broader radicalization of campus discourse.

Another point of interest concerns the relative indifference of some students and the system, reflected in low reporting rates and limited responses to incidents. This situation, combined with the involvement of multiple actors (universities, student unions and authorities), creates, according to the authors, difficulties in formulating a consistent and effective institutional response.

The report presents a picture of erosion in the social and academic fabric, in which issues of identity, politics and freedom of expression combine into a broad systemic challenge. Alongside presentation of the problem, it offers a series of operational recommendations for strengthening institutional accountability, improving enforcement mechanisms, and ensuring a stable and inclusive learning environment for all students.

⁸ Time for Change: A Landmark Report on UK Campus Antisemitism | UJS, March 2026 [\[report\]](#)

Canada | The 2026 BDS in Canadian Academia⁹

The report published in April 2026 provides a focused, updated situation assessment of BDS movement activity in Canadian academia at the beginning of 2026. It illustrates how boycott initiatives advance primarily through student bodies and faculty organizations, creating sustained pressure on university administrations.

A clear pattern of “escalation from the bottom up” is identifiable. The process begins with initiatives by student unions, such as the referendum at the University of British Columbia (UBC), in which a large majority supported severing ties with Israeli universities. In other cases, such as at McGill University, initiatives attempted to integrate into more formal academic governance frameworks but were blocked by university administrations on grounds of discrimination or violation of foundational principles. The tension between student desires and institutional boundaries is one of the central axes of the document.

The report also emphasizes that activity is not confined to campuses. The decision by the British Columbia Teachers’ Federation to adopt a BDS position signals the expansion of the discourse and action into the broader education system and sets a national precedent. At the same time, there is growing involvement by faculty bodies; the wave of decisions in 2025 created an ideological and institutional foundation for continued activity in 2026.

A noteworthy aspect is the gap between symbolic successes and institutional barriers. While many proposals pass at the level of student unions or faculty, they are frequently rejected, delayed or referred for professional review when they reach university administration or board levels (as in the case of Dalhousie University). This gap underscores the limits of BDS initiatives’ influence and the importance of academic governance mechanisms.

The report also notes a shift to the legal arena: lawsuits against universities for failing to protect Jewish students reflect a growing counter-response.¹⁰ The overall picture is of an academic system under multi-directional pressure – between student activism, faculty positions, administrative considerations and legal challenges – where the issue of academic boycott has become a central arena in the broader struggle over the boundaries of freedom of expression and action in academia.

⁹ The 2026 BDS in Canadian Academia Report. Tracking Anti-Israel Divestment Motions at Canadian Post-Secondary Institutions | zAlonist, April 2026 [[report](#)]

¹⁰ In this context, reference may be made to the case of a Jewish student at Toronto Metropolitan University who filed a lawsuit alleging that the institution failed to enforce its policies and allowed the creation of a sustained hostile environment toward Jewish students after October 2023. This was manifested in harassment, incitement, and disruption of academic activity [[Toronto student sues university over antisemitic climate on campus](#). April 2026].

United States | How Campuses Became Hotbeds¹¹

The report published in March 2026 by the U.S. House Committee on Education and the Workforce, based on testimonies, policy analyses and review of campus events, examines the factors behind the rise in antisemitism in American higher education institutions in recent years.

The report offers a critical analysis of the phenomenon's development, focusing on institutional and ideological factors that, according to the authors, have exacerbated it. A central finding is the ongoing failure of university administrations to demonstrate clear and resolute leadership in addressing antisemitic incidents. In many cases, the absence of a firm response enabled the escalation of hostility toward Jewish students.

The report further highlights the role of faculty members and student groups in disseminating narratives perceived as antisemitic or as blurring the line between legitimate political criticism and incitement. A notable finding in this context is the claim that academia, which is supposed to serve as a space for pluralism and critical discussion, sometimes becomes an environment in which ideological pressure restricts certain positions and amplifies others.

The report also points to the interaction among various factors – administrations, faculty, student groups, and external influences – that together create an environment in which exclusion, intimidation, and radicalization can take root and expand. On a broader level, it argues that the events following October 2023 accelerated existing trends and deepened the tension between freedom of expression and the protection of personal security on campus.

The report presents a systemic picture of the phenomenon, in which antisemitism is viewed as the product of accumulated institutional, cultural and political dynamics, and stresses the need to establish clear boundaries for discourse and to strengthen institutional accountability.

United States | When Faculty Take Sides¹²

The report published in February 2026 by the AMCHA Initiative focuses on the role of faculty members in shaping the climate on U.S. campuses, particularly within the University of California system. Based on extensive documentation of events, institutional documents, and

¹¹ How Campuses Became Hotbeds: the Rise of Radical Antisemitism on College Campuses | US House Ed & Workforce Committee, March 2026 [[report](#)]

¹² When Faculty Take Sides: How Academic Infrastructure Drives Antisemitism at the University of California | AMCHA, March 2026 [[report](#)]

patterns of conduct, it examines how active faculty involvement affects the learning and research environment.

The authors note that faculty activity goes beyond the expression of personal views and sometimes utilizes formal academic infrastructures (such as courses, departmental seminars, official events and institutional communication channels) to promote political agendas. These processes blur the boundary between academic teaching and ideological activity, influencing how students experience the learning space.

The document particularly emphasizes the role of organized faculty networks, such as Faculty for Justice in Palestine, which operate within departments or research groups and exert cumulative influence on academic discourse and the institutional agenda. A notable finding is the identification of a pattern of “institutional embedding” – that is, the transition from sporadic protest activity to activity integrated into the university’s official mechanisms, such as curricula, departmental statements and academic events.

It was also found that some activity circumvents or flexibly interprets existing procedures in ways that hinder effective enforcement. The report notes that the decentralized structure of academic governance grants faculty significant power in shaping content and processes, sometimes limiting the administration’s ability to intervene or balance.

An additional point is the connection between faculty activity and broader consequences for campus life – including the intensification of tensions between student groups, disruption of routine academic activity and heightened feelings of insecurity among some students. The report presents the phenomenon as the product of the interplay between ideology, institutional structure and power dynamics within academia.

The report suggests that understanding campus developments requires attention not only to student behavior but also to the internal mechanisms of academia and the faculty’s role in shaping them. Accordingly, it stresses the need to clarify the boundaries of academic activity, strengthen oversight mechanisms, and establish clear institutional accountability.

United States | The State of Antisemitism in America¹³

The American Jewish Committee’s report presents an updated picture of the experience of antisemitism in the United States, with an emphasis on academic campuses. Based on a broad survey of Jewish students and the general public, it enables a comparative examination of perceptions and experiences.

¹³ The State of Antisemitism in America 2025 | American Jewish Committee (AJC) [[report](#)]

A major finding is the high exposure to antisemitism among Jewish students, with a significant proportion reporting personal experiences or witnessing incidents on campus. At the same time, the report points to a gap between the scale of the phenomenon and actual reporting rates, indicating barriers to reporting and a sense of ineffectiveness in handling mechanisms.

Another prominent point is the impact on student behavioral patterns, including avoidance of expressing Jewish identity or participating in public activities. The document also emphasizes that issues related to Israel constitute a central focus of tensions and sometimes spill over into attitudes toward Jewish students more broadly.

In addition, a gap was found between the perceptions of the general public and the experiences of the students themselves, indicating that the scale of the problem is perceived differently outside campuses. This gap may influence political and institutional priorities in addressing the phenomenon.

The report highlights a persistent challenge in the academic sphere and underscores the need to improve reporting mechanisms, raise awareness, and adapt institutional policies to the changing reality on campuses.

United States | Campus Crossroads¹⁴

The report published by the Anti-Defamation League (ADL) in March 2026, based on a national survey of non-Jewish students, provides a complementary perspective on the campus climate through the perceptions of the student majority.

The data indicate high visibility of hostile behaviors toward Jews in the academic space: nearly half of the students reported exposure to such incidents in the past year, and a slight majority believe that some degree of prejudice exists on campus. At the same time, a gap emerges between the level of exposure and the level of training and awareness – only a very small proportion of students had undergone dedicated training on the subject, highlighting deficiencies in institutional coping mechanisms.

A notable finding concerns the complexity of attitudes: alongside a significant proportion of students expressing negative or stereotypical views toward Jews or Israelis, there is also broad support for principles of inclusion and for university action, with a clear majority supporting institutional intervention to reduce the phenomenon. Attitudes toward Israel are not uniform – some students express critical positions or sympathy for certain sides – yet a

¹⁴ Campus Crossroads: Non-Jewish Student Perceptions of Jews and Israel | ADL, March 2026 [[report](#)]

majority support the Jewish right to self-determination, indicating the existence of parallel narratives.

It also emerges that alongside a principled willingness to support Jewish students, there is a perception that expressing certain positions carries social risk, highlighting tensions between social norms and personal attitudes.

The study authors describe an environment in which problematic phenomena are present and felt, yet there is also a relatively broad foundation of openness to educational and institutional action – a potential for change if implemented systematically.

United States | Antisemitism and Prejudice on Campus¹⁵

The report published in April 2026 by Brandeis University examines antisemitism on U.S. campuses two years after the outbreak of the wave of protests and boycotts following the October 2023 events. It provides an updated situation assessment at a stage when overt protests have subsided but social tensions persist. The findings indicate that antisemitism is not an isolated phenomenon but part of a broad array of prejudices toward various groups. However, only a small minority of students hold negative attitudes toward all groups, while most biases are selective and context-dependent – a finding that highlights the complexity of the phenomenon and the absence of uniform polarization.

The report also points to the central role of discourse surrounding Israel in shaping attitudes toward Jews, with the boundary between political criticism and perceptions viewed as antisemitic tending to be vague and blurred. At the same time, a certain correlation was found between antisemitism and other prejudices, though without full overlap, reinforcing the understanding that these are partially distinct patterns.

These findings are supported by complementary sources indicating changes in the expression of antisemitism on campuses in recent years. In particular, after the decline of tent protests, antisemitic expressions have become less concentrated in public events and more dispersed in daily and online spaces, deepening the sense of a hostile climate. It is further emphasized that students identify diverse sources of the phenomenon, including from both the left and the right, indicating multiple origins rather than a single ideological focal point. Despite policy and enforcement measures taken by academic institutions, no significant improvement has been observed in Jewish students' sense of security.

¹⁵ Antisemitism and Prejudice on Campus | Brandeis University, April 2026 [[report](#)]

[Two Years After the Encampments, Campus Antisemitism Is More Diffuse — and More Entrenched](#). University Herald. April 2026

The emerging picture is of a complex and persistent phenomenon: antisemitism on campuses does not necessarily manifest in a uniform increase in intensity but changes form – becoming less overt and more dispersed – while integrating into a broader environment of prejudice and social polarization. These findings underscore the need for a systemic approach to addressing the phenomenon, one that goes beyond dealing with isolated incidents and focuses on the overall social climate.

Key Developments in the International Arena

Review of the international reports paints a concerning picture of ongoing harm to the academic space, characterized by the normalization of antisemitic attitudes and the social and institutional exclusion of Jewish and/or Israeli students and researchers. The findings reveal a cross-national pattern of “leadership failure,” manifested in inconsistent institutional responses to hostile incidents and the use of official academic infrastructures – such as departmental forums and study programs – to promote political agendas that blur the line between criticism and incitement.

Recent findings, based in part on Brandeis University studies published two years after the outbreak of the tent protest wave, indicate that the phenomenon is not disappearing but changing its character – from overt and concentrated events to more dispersed expressions, sometimes daily or online – while intensifying the sense of a hostile climate. At the same time, the complexity of the phenomenon is emphasized: it draws on diverse ideological sources and is not confined to a single political arena.

Updated findings from the Canadian arena point to a complementary dynamic: acceleration of boycott initiatives led primarily by student unions and faculty organizations, alongside a shift from declarative positions to operational demands such as severing academic collaborations and withdrawing investments from Israeli institutions and bodies. Nevertheless, a persistent gap exists between the level of campus activism and the positions of university administrations, which in many cases block or delay moves on grounds of proper governance, legal considerations and academic freedom principles. This pattern is also evident in the American arena – for example, in the Cornell University case, where the administration rejected a student union decision to sever partnership with the Technion within Cornell Tech,¹⁶ emphasizing the limits of student initiatives relative to institutional considerations. Concurrently, there is a spillover of discourse beyond academia into the

¹⁶ [Cornell president rejects ‘deeply disturbing’ student resolution to sever partnership with Technion](#). Jewish Insider. March 2026

broader education system, as well as an increase in legal struggles over the boundaries of freedom of expression and the protection of students.

Consequently, many researchers and students are compelled to adopt “identity concealment” strategies due to feelings of insecurity and alienation, a reality that indicates a substantive harm to the values of pluralism and freedom of research in leading world universities. As of April 2026, this gap between students’ on-the-ground experiences and limited institutional responses – alongside the partial institutionalization of boycott initiatives and the intensification of internal and external pressures on academic institutions – remains one of the central challenges fueling the boycott and isolation phenomenon.

Alongside the described trends of intensification, supportive activity is also developing in the international arena. This includes initiatives to strengthen academic collaborations with Israel, pro-Israel researcher and student networks, and dedicated programs to preserve and deepen institutional ties. Notable examples are programs such as “Kalaniyot” and academic networks in Italy and Canada that work to enhance the visibility of Israeli research and ensure the continuity of international collaborations. These trends indicate the existence of a complementary field of action that may mitigate the effects of external pressures and contribute to preserving the standing of Israeli academia in the global arena.



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Academic Boycott

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