The Academic Boycott of Israel

Interim Report

Prof. Boaz Golany
Prof. Rivka Carmi
Dr. Tsipy Buchnik
Ella Barzani
Oshrat Katz Shacham
Golan Tamir
Prof. Yair Goldberg

SAMUEL
Neaman Institute
FOR NATIONAL POLICY RESEARCH

Academic Boycott | 12/24

The Academic Boycott of Israel

Interim Report Concerning the Fight Against the Boycotting of Israeli Academia

Prof. Boaz Golany

Prof. Rivka Carmi

Dr. Tsipy Buchnik

Ella Barzani

Oshrat Katz Shacham

Golan Tamir

Prof. Yair Goldberg

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

December 2024

Contents

List of Figures

List of Tables

1. Executive Summary

The State of Israel, as a center of scientific and technological innovation, needs to preserve its financial, social, and national defense resilience by strengthening its academic and scientific infrastructure. Along its 76 years of existence, Israel has managed to turn existential challenges into groundbreaking opportunities, positioning itself as a global high-tech powerhouse.

Israeli academia has traditionally fulfilled a crucial role in generating the human and technological infrastructure that positioned Israel not only as a high-tech powerhouse but also as a developed country with advanced systems in a long line of sectors, including national defense, health, education, welfare, and more.

However, the events of October 7 2023 and the consequent war brought on complicated changes in global public opinion, exposing Israel to new threats including repeated attempts to impose an academic boycott on Israeli institutions and researchers. This interim report by the Samuel Neaman Institute examines the scope of the academic boycott of Israel, its diverse existing and potential effects, and potential and effective means of addressing it.

Main Findings

- **Israeli academia's global status**: Israeli academia enjoys a good reputation globally, and is ranked respectfully in leading international rankings like the Shanghai Ranking and the QS Ranking, which are based on scientific excellence and publications. Many Israeli universities collaborate with world research institutions, and almost all Israeli researchers maintain individual collaborations with their foreign counterparts, attesting to the global scientific community's trust in Israeli academic endeavors.

- **The BDS movement and the academic boycott**: the academic boycott movement (BDS) considers Israeli academia as a central target in its fight against Israel, which it seeks to replace with a different state by the name of Palestine, whose borders will stretch from the River Jordan to the Mediterranean. The movement has significantly increased its efforts since the events of October 7 2023. It employs anti-Israeli rhetoric, and often antisemitic rhetoric as well, and attempts to apply pressure on academic institutions and researchers around the world to refrain from collaborating with their Israeli counterparts, to cease investments in Israel, and more.

- **Impacts of BDS on Israeli academia**: while this study has found that academic BDS has yet to essentially impact the ability of Israeli institutions to sustain high-quality research and collaborate on a global level, there is concern of a process that will eventually lead to significant adverse effects on the individual level. Many researchers report refusal to publish articles, cancelled invitations to conferences, delays in promotion processes, and concern about damage to their academic reputation and relationship with foreign colleagues. There is also increasing difficulty in the ability

of higher-education institutions in Israel to draw international students, and in the participation of researchers and students in conferences or training programs abroad.

- **Global activity in campuses**: pro-Palestinian organizations that operate in university campuses around the world, and especially in Europe and the US, are crucial in promoting the academic BDS. They conduct protests and demonstrations, call for the divestment and boycott of Israel, and also act to promote an anti-Israeli attitude among students and faculty.

- **Counteraction and activities against BDS**: many entities in Israel and abroad have reacted in various ways in contravention of BDS, including diplomatic, legal, and public efforts. Israeli academic institutions themselves take action to prevent BDS by creating new collaborations and strengthening existing relationships, and by increasing awareness to the adverse effects of BDS on the freedom of academic research and on international collaboration.

- **Explicit and implicit BDS**: almost half of all reported instances of academic BDS are implicit, making it harder to identify the phenomenon and find practical solutions. Many times, the implicit BDS is expressed by the boycotting entity refraining from explicitly stating the reason for refusing to collaborate, and trying to disguise its true motives.

- **Increasing awareness and BDS response**: an increase in public awareness to academic BDS, especially following the events of October 7, as well as advocacy efforts on behalf of Israel, have led more academics to organize in various ways to find effective solutions for addressing BDS issues.

Main Recommendations for Decision Makers

- **Improving Israel's public advocacy array**: developing a comprehensive and effective advocacy strategy that operates on several levels and in several languages. It should focus on presenting Israeli academia's unique contribution to global research and science, and on emphasizing the importance of international collaboration between researchers and institutions.

- **Strengthening collaborations**: increasing efforts by the government and academic entities to strengthen international collaborations, with an emphasis on creating new relationships with leading research institutes and universities around the world. It is recommended to focus on countries where BDS activity is not significantly influential.

- **Allocating resources for critical research infrastructures**: to prevent the adverse impacts of a future success in BDS efforts to block Israeli researchers from using critical research infrastructures abroad, it is recommended to prioritize several critical infrastructures, assess the chances of an adverse blockage scenario, and allocate reasonable resources for ensuring the continuousness of Israeli research in these fields.

- **Establishing a virtual "situation room"**: setting up a center for monitoring and tracking academic BDS activities, to serve as a platform for exchanging information, providing advice for researchers, and helping in formulating solutions.

- **Recruiting global academic leadership to support Israeli academia**: encouraging globally renowned academic leaders to visit Israel, hold lectures, or conduct collaborations.

- **Cultivating academic ambassadors**: developing training program for Israeli researchers and students, so that they can represent Israel respectfully on the world stage, communicate pro-Israeli messages, and form relationships with foreign colleagues.

- **Increasing involvement of associations and NGOs**: encouraging Jewish and non-Jewish organizations with a positive agenda towards Israel and the Jewish People to increase their activity for Israel in global campuses, in collaboration with students and faculty.

- **Legal aid**: providing legal aid to Israeli academic institutions and to Israeli academics who were harmed by BDS.

- **Ongoing monitoring**: continuing to track developments in academic BDS, examine the effectiveness of various means taken, and adjust strategy to changing needs.

- The Samuel Neaman Institute is committed to maintaining the database that was constructed as part of the current project, making sure it is up-to-date, convenient to use, and accessible to all relevant decision makers. The institute will continue to develop tools to help Israeli institutions and academics address the BDS phenomenon, in ongoing collaboration with other associations and organizations in Israel and abroad that also fight the academic BDS efforts against Israel.

- The project's website, presenting various data collected so far, data analysis, and tools that were already developed, is available at

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

Conclusion

The academic BDS of Israel is a significant arena of warfare, in addition to the military, political, economic, and legal arenas with which Israel has had to cope since October 7. It is a multidimensional challenge that requires a comprehensive and long-term response. This interim report portrays a detailed and data-based representation of the phenomenon, and provides practical and applicable recommendations for decision makers. However, to ensure Israel's scientific future we must continue to monitor developments, analyze findings, and constantly improve and update the tools and strategies used to address BDS.

2. Preface

2.1 Global Status of Israeli Academia and Collaborations

Due to its unique geopolitical location and ongoing challenges, the State of Israel is required to establish its economic, social, and national defense resilience on robust foundations of scientific and technological innovation. Throughout its 76 years of existence, Israel has proven its ability to turn challenges into opportunities, while recording impressive achievements and positioning itself as a global high-tech powerhouse. Israel's ability to overcome complex economic and military crises over the past few decades illustrates not only the advantages of a knowledge-based economy, but also the critical importance of a national policy that supports scientific-technological creativity and the cultivation of high-quality human capital. This infrastructure has proven to be essential for Israel's resilience and prosperity.

Nonetheless, the current challenges, and specifically the events of October 7 2023 and the consequent war, present Israel with a complex new reality. Changes in global public opinion, influenced by BDS activity and by extreme anti-Israeli propaganda often combined with antisemitic rhetoric, along with attempts to boycott Israeli academic institutions and researchers, give rise to concerns about Israel's ability to maintain its leading status in the global scientific and technological arena.

These challenges emphasize the urgent need for a comprehensive national strategy that will ensure Israel can continue to grow as a global leader in technological development and innovation, while coping with the geopolitical and public-image obstacles it faces. Israel's ability to adapt to the changing reality and to continue promoting technological and scientific excellence will be crucial in preserving its economic, social, and national defense power in the near future.

Israel's higher education system is responsible for generating the human capital and knowledge that facilitate Israel's scientific-technological endeavors across all market sectors. Israeli higher education has undergone incredible development over the years, with the universities and campuses established before and after Israel's inception forming the basis for impressive scientific and technological advancement.

The first universities in Israel were founded before the state itself, with the Israel Institute of Technology opening its doors in 1924, the Hebrew University in 1925, and the Weizmann Institute of Science (then called the Daniel Sieff Institute) in 1934. After Israel's declaration of independence, other institutions were established - Bar Ilan University (1955), Tel Aviv University (1956), Haifa University (1963), and Ben-Gurion University of the Negev (1969).

Israel currently has 10 universities, 29 academic colleges, and 22 colleges of education. In the last decade, Ariel College (2012) and the former IDC (2021; now Reichman University) were recognized as

universities, and in May 2024 the Council for Higher Education approved the establishment of a steering committee for approving Tel-Hai Academic College as a university.

According to data by the Central Bureau of Statistics (CBS), in 2022-2023 **345.3K students** studied for an academic degree (including 46.3K students who studied for a B.A. at the Open University). Out of some 300K students who studied for an academic degree in 2022-2023 in Israeli higher education institutions (excluding B.A. at the Open University): 72% studied for a bachelor's degree; 22% (65.5K) studied for a master's degree; and about 4% studied for a PhD.

The global status of Israeli academia can be examined using various rankings that measure and compare between universities around the world. We will now present Israeli academia's global status and its international collaborations, using several widely accepted rankings.

Shanghai Ranking / Academic Ranking of World Universities (ARWU)

The Shanghai Ranking was first published in 2003 as an internal endeavor to compare China universities' research achievements with other universities. It is currently published once a year, and is considered one of the world's leading rankings. Originally conducted by Shanghai Jiao Tong University, since 2009 the ARWU has been published by independent organization ShanghaiRanking Consultancy. The ranking compares between 1,800 higher education institutions around the world, with the leading 1,000 ranked and published each year[1].

The ARWU focuses on data by leading scientists[2] (Noble Prize Laureates and Highly Cited Researchers[3]) and on scientific publications. Its six indicators include: number of alumni and faculty who have won a Noble Prize and other select awards in various fields of research (30%); number of Highly Cited Researchers (20%); number of articles published in Nature and Science (20%); number of articles included in the SCIE and SSCI databases (20%); academic performance per researcher, calculated by normalizing the first five indicators by the number of researchers in the university (10%).

The following table depicts the number of universities per country ranked by the ARWU among the one hundred leading universities in the years 2019-2024. The data shows that Israel made a considerable leap between 2020 and 2021 - tripling its number of universities among the first one hundred from 1 to 3[4]. Since 2021, Israel has remained stable with 3 universities on the list (Weizmann Institute of Science,

---

[1] https://www.shanghairanking.com/index.html

[2] The ranking was criticized for the high weight (30%) attributed to the Noble Prize and Fields Medals, even though winners represent only a limited section of the academic institution's activity. Another weakness identified is the disregard of faculties that are not awarded such prizes, like the humanities, law, and most social sciences.

[3] Highly Cited Researchers (website)

[4] Note that the Shanghai Ranking methodology has undergone changes during this period

Hebrew University, Israel Institute of Technology). Considering its size, the presence of 3 Israeli universities among the leading one hundred is a significant achievement. Israel has surpassed other countries of similar size like Denmark (2), Belgium (2), and Singapore (2), and has equaled or surpassed larger countries such as the Netherlands (2) and Sweden (2). Regionally, until 2024 Israel was the only country in the Middle East to appear on the list. In 2024, a university in Saudi Arabia made it to the top one hundred.

Table 1: Number of Universities Ranked Among the One Hundred Leading Universities by country, 2019-2024

	2019	2020	2021	2022	2023	2024
USA	44	43	41	39	38	38
China	5	6	7	8	11	13
UK	8	8	8	8	8	8
Australia	7	6	7	7	6	5
France	4	6	5	4	5	6
Switzerland	5	5	5	4	5	5
Canada	4	4	4	5	5	3
Germany	4	4	4	4	4	4
Netherlands	4	4	3	4	4	2
Sweden	3	3	3	3	3	2
Japan	3	3	3	3	3	2
Israel	1	1	3	3	3	3
Denmark	2	2	2	2	2	2
Belgium	2	2	2	2	2	2
Singapore	2	2	2	2	2	2
Norway	1	1	1	1	1	1
Finland	1	1	1	1		1
Hong Kong				1	1	1
Saudi Arabia						1

Competition between academic institutions is becoming more and more intense. Maintaining a high ranking necessitates long-term strategic and system-wide planning, addressing the unique strengths of each institution. This is especially true after October 2023 and the intensifying of endeavors to impose an academic boycott of Israeli researchers and institutions.

Table 2: ARWU Ranking of Israeli Universities, 2019-2024

Institution Name	2019	2020	2021	2022	2023	2024
Weizmann Institute of Science	101–150	93	92	83	68	69
Hebrew University	101–150	101–150	90	77	86	81
Israel Institute of Technology	85	101–150	94	83	79	85
Tel Aviv University	151–200	151–200	151–200	151–200	201–300	201–300
Ben-Gurion University	401–500	401–500	401–500	401–500	501–600	301–400
Bar Ilan University	401–500	401–500	401–500	301–400	401–500	401–500
Haifa University	601–700	601–700	501–600	501–600	601–700	601–700

Quacquarelli Symonds Ranking (QS)

QS World University Rankings[5] is one of the world's leading rankings for assessing the quality of universities and higher education. Published since 2004, it was developed by the Quacquarelli Symonds (QS) company, which specializes in analyzing the higher education sector. The QS Ranking combines academic, occupational, international, and operational aspects to generate a comprehensive overview of the performances and contributions of higher education institutions. In 2025, the ranking was based on five key indicators. Research and discovery (50%); Employability and Outcomes (20%); global engagement (15%); learning experience (10%); sustainability (5%).

This year (2025), the ranking included 1,503 universities from 107 different countries. The US is in the lead with 197 ranked institutions, followed by the UK with 90, China with 71, Japan with 49, and Germany with 48. Six Israeli universities were included in the rankings (Table 3). For the 13th

---

[5] https://www.topuniversities.com/world-university-rankings

consecutive year, Massachusetts Institute of Technology (MIT) has maintained its reign at the top. Imperial College London has advanced four places to take second, followed by the University of Oxford and Harvard University in third and fourth places respectively. The University of Cambridge rounds out the top five.

In contrast to the Shanghai ranking, however, no Israeli university is included in the top one hundred. From among the Israeli universities, Tel Aviv University is in the lead at the 209th place.

Table 3: Israeli Universities in QS Rankings, 2025

University	Ranking
Tel Aviv University	209
Hebrew University	281
Israel Institute of Technology	416
Ben-Gurion University	471
Bar Ilan University	671-680
Haifa University	671-680

Other Rankings (THE and Leiden)

The Leiden and THE (Times Higher Education) university rankings add another layer of academic institution evaluation. In the Times Higher Education ranking, specializing in teaching, research, citations, income from industry, and global engagement, Israeli is ranked respectably, although not in the top ten or one hundred. Weizmann Institute and the Hebrew University are the leading Israeli institutions by this ranking, particularly by virtue of their researchers' high quality of research and citations.

The Leiden ranking, which focuses only on indicators of scientific publications and citation data, emphasizes quantitative parameters such as number of publications in collaboration with international researchers, and the rate of highly cited articles. The bibliometric data is used to produce some of the indicators included in the ranking. Unlike other rankings, Leiden does not present one weighted index, but examines each indicator separately. Here as well, Israeli universities are not in the top one hundred. In the Leiden ranking based on scientific impact indicators (cited articles; P-top 10%) for 2016-2020, only the Tel Aviv University managed to slide into the top 200 (Knesset Research and Information Center[6]).

---

[6] International Rankings of Academic Institutions, Eliran Zered, PhD, and Yuval Vurgan (2021), Knesset Research and Information Center (Hebrew)

Summary

The various university rankings, such as Shanghai Ranking, QS and THE, are a key tool in evaluating the status of world academic institutions. This sub-chapter is intended to present Israel's status in these rankings, and to examine whether the academic boycott following the events of October 7 had any effect on them. University rankings are based on a wide range of indicators, including scientific publications, citations, achievements by alumni and faculty, as well as other considerations such as sustainability and employability. In a global environment where competition over resources and human capital is increasing, Israeli universities are required to not only cope with the rankings' changing demands, but to also preserve their unique characteristics in the fields of science, technology, and innovation.

Achievements by Israeli universities in international rankings are especially impressive considering Israel's size and the regional and political challenges it faces. According to the 2024 Shanghai Ranking, Israel has 3 universities in the top one hundred list – Weizmann Institute of Science, the Hebrew University, and Israel Institute of Technology. This achievement positions Israel ahead of similarly sized countries, and even ahead of larger western countries. However, in the QS ranking that weighs indicators such as employability and international collaboration, Israeli institutions are ranked lower, with Tel Aviv University at 209th ranked the highest among them.

Criticism on university ranking systems posits that they are biased in favor of large and well-established universities in western countries, and are methodologically focused on publication and citation indicators, without sufficient weight to social involvement, innovation, and local impact.

Publications and Collaborations

All Israeli universities boast a relatively high percentage of publications authored by both Israeli and foreign researchers. This percentage varies among universities, and of course among different disciplines (e.g., it tends to be higher in engineering and exact sciences than in social sciences and the humanities). This high percentage stems, among other factors, from the fact that many faculty members in Israeli higher education institutions have done their doctoral or post-doctoral studies abroad. Almost all Israeli faculty members prefer to take their sabbaticals abroad, and a very high rate of them participate in one or several professional conferences abroad each year. These factors generate a widespread network of colleagues with which it is relatively easy for them to collaborate. This attests to the immense significance of international collaboration for the future of research in Israel. A scenario in which foreign researchers refuse to collaborate with Israelis will land a harsh blow to the volume and quality of research in Israel.

Each Israeli university has a considerable list of agreements signed with foreign universities and research institutions. In some cases these are long-term agreements spanning many years, in others they are predefined to terminate in a few short years, and in a few cases they are short-term

agreements intended for a specific purpose. Israel's Start-Up Nation image has brought many delegations from world universities, seeking to uncover the "secret recipe" behind this phenomenon of Israeli innovation and entrepreneurship, and to ascertain the role of Israeli universities in creating this recipe. Many hundreds of international collaboration agreements were signed thanks to this phenomenon, yet in most cases the agreements were shelved and did not contribute to actual collaboration. Significant and stable collaborations are usually accompanied by supporting resources, which come from donations or from governmental or institutional support in the collaborating countries.

The Israel Institute of Technology has set a new bar for collaborations by establishing branches abroad. The first is the result of a collaboration with Cornell University to establish Cornell Tech on New York City's Roosevelt Island in 2013. The second is a joint venture with Shantou University in Chain's Guangdong Province, launched in 2017. Each of these collaborations was allocated financial support amounting to more than $100M in donations by US and Chinese philanthropists.

In the context of this report, it should be noted that attempts to sabotage the Israel Institute of Technology's and Cornell University's joint initiative started immediately upon its inception. Early on, the initiative was temporarily housed in the Google building in New York. Every Tuesday afternoon, a vigil of women (mostly Jewish) stood on the sidewalk in front of the Google building with signs protesting the collaboration, calling Cornell University to withdraw from the initiative.

2.2 Background about the BDS movement

This literature review made use of designated artificial intelligence tool SciSpace, as well as of Chat GPT 4o, among other tools. Results were manually verified and examined.

General

The BDS (Boycott, Divestment, and Sanctions) movement is an international campaign intended to increase political and economic pressure on Israel. It is defined by its leaders as a "movement of protest or resistance to the State of Israel's policy on the Palestinian issue" (Bakan & Abu-Laban, 2009). Its roots can be attributed to the 2001 UN Durban Conference on Racism, in which a network of non-governmental organizations declared its support for the boycott of Israel under the guise of protecting human rights and international law. The official global call for Boycott, Divestment, and Sanction was published on July 7 2005, and was endorsed by over 170 Palestinian and pro-Palestinian associations and organizations (Morrison, 2015; Munayyer, 2016).

The BDS movement attempts to harness civil society to apply pressure, bypassing national diplomacy that is perceived by its leaders as biased. It is inspired by anti-apartheid movements during the South African apartheid regime (Bakan & Abu-Laban, 2009; Yi & Phillips, 2015).

The movement has gained significant support in various countries, and especially in Europe and North America, where academic institutions, labor unions, and human rights organizations have expressed their conceptual solidarity. This support is often framed within a wider discourse of human rights and social justice, aimed towards progressive movements that espouse equality and anti-racism (Monterescu & Kaddar; Steinberg, 2023). Sadly, there are supporters for the BDS movement's goals even in Israel itself, mostly social activists from the art world and academia. One of the most prominent supporters is historian Prof. Ilan Pappé, formerly a professor at the Haifa University and currently a professor at the UK University of Exeter. According to Pappé, Israeli academia is directly or indirectly complicit in what he perceives as crimes the State of Israel is perpetrating on the Palestinian People (e.g., Cassen & Pappé, 2024).

There is also worldwide opposition to the BDS movement, especially on the part of pro-Israeli organizations and governments, claiming that BDS is inherently antisemitic and undermines the legitimacy of the State of Israel, and that it is cherry-picking Israel exclusively, disregarding blatant violations of human rights in other countries (Chaitin et al. 2017; Fishman, 2012; Sheskin & Felson, 2016).

Prof. Cary Nelson depicts the BDS as a movement whose goal is not only to apply pressure on Israel's policy, but to undermine the actual legitimacy of the Jewish state. In his book "Israel Denial: Anti-Zionism, Anti-Semitism, & The Faculty Campaign Against the Jewish State", Nelson claims that BDS supporters employ means of "negating Israel" – a process aimed at purposefully defaming Israel and distorting historical facts to generate a hostile attitude toward it. He compares negating Israel's legitimacy to holocaust denial, because of their common use of distorted facts with the intent to damage the Jewish state (Nelson, 2019). In his book "The Case Against Academic Boycotts of Israel", Nelson emphasizes that in the context of academic and cultural BDS, the movement's goals go far beyond criticism towards a specific Israeli policy, and focus on attempts to undermine its political and cultural legitimacy (Nelson, 2015A).

Influence of the BDS movement

Over the years, the BDS movement had various impacts both within Israel and beyond:

Socially and politically, it succeeded in awakening international awareness to the Israeli-Palestinian conflict, specifically around human rights issues, which increased the polarization of international discourse between Israel supporters and objectors (Morrison, 2020). It has also affected inner-Israeli discourse, in which it is sometimes perceived as a potential threat on Israel's economic stability (Topor, 2021).

The BDS movement's actual **economic** impact is mixed. Some studies claim that the movement has almost no impact on Israeli economy as a whole, and specifically not on its stability and its strong and widespread trade relations with global powerhouses. There is impact on specific sectors, e.g. the

cancellation of cultural events, but the damage is usually financially insignificant, even if symbolically important (Barkay & Shamir, 2020; Katz, 2014).

BDS activity did garner certain success in western **academia**, where instances were recorded of senior professors refusing to maintain relations with Israel, student associations voting to withdraw funds that were already invested in Israeli companies, and professional associations and university departments, especially in the humanities and to a lesser degree in social sciences, declaring a policy of boycotting their Israeli counterparts (Heller, 2017) (details to follow).

Some researchers claim that the purpose of the BDS movement, particularly in its implicit layer, is not direct and immediate economic damage, but de-legitimizing Israel in the international arena and pressuring it (e.g. Fahlevi, 2023; Hutchison, 2017; Jones, 2018). Individual or institutional passive or implicit support of BDS goals can manifest in several ways, including:

- Refraining from collaboration (cultural, academic, and even commercial)
- Silence pertaining to boycott activities
- Selective involvement (collaboration with individuals but not with institutions, one of the BDS's main strategies) (Garasic & Keinan,2015).

Explicit participation in BDS should be distinguished from implicit participation. BDS members or individuals who support its goals can participate in boycott activities, and can choose whether to declare their support of the boycott. It is also possible to participate in boycotting activities for reasons other than support of BDS goals. For example, Hale (2008) suggests that academics may be concerned about professional implications such as ostracism by colleagues or an institutional response, and sometimes prefer to take pragmatic action that does not stem from political motives, in an attempt to avoid conflict. Therefore academics may put a stop to their relations with Israeli institutions and individuals even if they do not support the goals of BDS (Gould, 2013).

Implicit support, whether undeclared or stemming from non-political, pragmatic motives, is a significant challenge for anti-BDS activity (Gerstenfeld, 2003).

Criticism about the BDS Movement

General Criticism

The BDS movement against Israel has drawn considerable criticism around its motives and possible implications. Several arguments were raised in this context:

» Anti-Zionism and Anti-Semitism

The most scathing point of criticism about the BDS movement pertains to antisemitism under the guise of anti-Zionism. The movement's rhetoric, including calls to isolate and destroy the Jewish state, are inherently antisemitic. Such calls do not pertain to a certain specific policy by the Israeli government, but to the actual existence of Israel as a Jewish state, undermining the Jewish right for national self-determination (Fishman, 2012). The movement uses language and actions that are a direct perpetuation of historic antisemitic narratives, indicating that it is not political but anti-Jewish (Fishman, 2012; Murciano, 2020; Nelson, 2015A; Nelson, 2019; Sheskin & Felson, 2016).

» Ideological Biases

Critics claim that the movement's exclusive focus on Israel disregards other world injustices, as in authoritarian regimes or countries with severe violations of human rights. This selective focus gives rise to questions regarding the movement's motives and priorities (De Shalit, 2016; Sheskin & Felson 2016).

» Disrupting Goals of Regional Peace and Security

Critics posit that BDS is a movement that acts against the goal of achieving peace and security in the region. Its strategies, such as calling for academic boycotts, disrupt freedom and dialogue, which are essential for conflict resolution (Yi & Phillips, 2015).

» Erroneous Interpretation of Historic Processes

Support for BDS and the call for divestment in academia stem to a great extent from narratives common to American research and to research on native-American culture. These narratives of anti-colonialism and anti-imperialism indicate that the movement and its supporters misapprehend the context and historic complexity. Partial or biased understanding of the issues affects the movement's approach to achieving its goals (J. Pegues, 2016)

Comparing Israel to South Africa during apartheid is also perceived by BDS critics as a misapprehension of historic processes. The sanctions that had facilitated the termination of the apartheid regime are only effective when there is mutual trust between the parties, but the Israeli-Palestinian conflict is characterized by basic and ingrained mistrust, and the call for boycott therefore does not promote the possibility of resolution (Topor, 2021).

» Exploitation by Extreme Movements

The BDS movement is perceived as a trans-national boycott movement in line with the anti-imperialistic and anti-colonial ideologies of the extreme left. This ideological similarity is especially

conspicuous in the US and Europe, where it has gained substantial traction among leftist groups who view Israel as a symbol of imperialism and western oppression (Lustick & Shils, 2022). The framing of Israel as a litmus test for human rights and justice intersects with the extreme left's wider criticism of global power structures. Activistic and academic circles have adopted BDS as a tool for political action, and often represent it as part of a greater fight against systematic injustices (Divine, 2023).

» Criticism about Violation of Academic Principles

Even among those who consider BDS a movement that fights for what it perceives as injustice, there is criticism about the choice to do so in a way that undermines academic principles. Pertinent arguments include:

» Inhibiting academic freedom as a weapon for achieving goals

BDS activity silences dissenting voices. This means that on the Palestinian issue, there is an attempt to create an exception to the principle of academic freedom (Palestine exception to academic freedom). This is perceived as a mechanism for silencing opposition and criticism about the movement itself, at the cost of inhibiting free academic discourse (Fúnez-Flores, 2024). The attempt to isolate and generate a negative stigma trickles down, over time, to include all Jewish researchers, particularly in the US, and is perceived as a tactic for shutting out Jewish voices in academia (Kramer, 2021). The BDS movement's insistence on its supporters refraining from contact with researchers who voice different opinions weakens the academic tradition of open discourse, exchange of ideas, and free expression (Elman, 2023), and constitutes *de facto* censorship on academic activity (De Shalit, 2016; Wattad, 2011).

» Political Intervention in Academic Freedom

The BDS movement is perceived as a part of a bigger pattern of political intervention in higher education institutions, constituting a threat on academic freedom. Political intervention can be manifested as pressure by political elements on donors, which can oppress certain academic viewpoints or certain research agendas (Jecker et al., 2023; Kagee,2022). Cutting ties with Israeli researchers, as inspired by the BDS Movement, means prioritizing a political agenda over research collaboration (Wattad, 2015).

» Creating a Tense Atmosphere on Campus

The BDS movement is generating a toxic climate in university campuses, particularly in the US. BSD activists are ostracizing Jewish-Zionist students, preventing them from fully participating in campus life (Elman, 2023). Aggressive conduct by anti-Israeli activists, such as disrupting meetings and using unrestrained language, contributes to the polarization of students and does not allow for dialogue (Nelson & Brahm, 2014).

» Impact on Innovation and Social Advancement

As aforesaid, so far the call for boycott and divestment did not have a substantial impact on the sciences or engineering disciplines, or on Israeli innovation. A considerable part of the calls for divestment were made by the student bodies, and not by the university entities authorized to make investment decisions. Any successes were symbolic and not practical, focusing on de-legitimizing and not in actively disrupting innovation. However, the potential for damage does exist, whether by disrupting international collaborations, or by preventing funding or access to research infrastructure (Nelson, 2015B).

2.3 BDS Activity in the Academic Arena until 10/06/2023

In the years 2005-2023, the BDS movement operated on several levels within the academic community. Its actions gained certain support by world academics and institutions, who perceived it as a non-violent movement promoting human rights and justice (Darweish & Rigby, 2018; Handmaker, 2014).

Nelson (2015A) emphasizes that BDS activity in academia does not stop at criticism towards a certain Israeli policy, but seeks to prevent cultural and political legitimacy. He notes that BDS supporters in academia often tend to mix opposition to the Israeli government's policy and opposition to Zionism in general.

One of the movement's main strategies is calling for academics and academic institutions worldwide to **refrain from collaborating with Israeli academic institutions**. Partial lists of world institutions that have acceded to this call are available on Wikipedia[7], on the Amcha Initiatives website[8], and on BDS websites such as US Campaign for the Academic and Cultural Boycott of Israel[9].

Garasic & Keinan (2015) describe an example in Australia, where a professor in the University of Sydney (J. Lynch) had rejected an Israeli academic's application for a visiting professor position as part of the BDS campaign. Lynch was accused of violating Australia's racial discrimination prohibition law, even though he claimed that his decision was not influenced by the candidate's Jewish identity, and that he viewed it as an action not against the individual but against an Israeli institution, in protest of the

---

[7] Wikipedia: Academic boycott of Israel

[8] Amcha Initiatives: Academic Associations Boycotting Israel

[9] US Campaign for the Academic and Cultural Boycott of Israel: Academic Associations Endorsing Boycott and Resolutions

Israeli government's policy. Ultimately, the claimant in the case choose to withdraw the claim, leading to its dismissal by the court[10].

One of the main arguments sounded by BDS supporters against Israeli universities is that they collaborate with the Israeli defense industry in the development of weapon systems and by providing technological and other training for soldiers and officers. There are indeed quite a few research projects conducted in Israeli universities that are funded by the defense system, but the claim that these projects are engaged in developing weapon systems is completely false. Such projects develop knowledge, research methods, and the like, which may later be used by the defense industry in Israel or in other countries. In this regard, there is no difference between Israeli universities and their counterparts in western countries. MIT, Cal-Tech, and many other American universities receive millions of US dollars each year from American defense agencies, as is the case in the UK, Germany, and other countries. Israeli soldiers and officer do study in Israeli universities as part of academic reserve programs or other training programs. This practice as well is common in foreign universities, especially in a large number of US universities that offer the ROTC program (much like the Israeli Academic Reserve program). Of course, none of those protesting against Israeli universities in this context bother to criticize university defense research and military training programs in their own countries.

Another main strategy is "**divestment**" – a campaign encouraging universities and academic institutions to withdraw investments from companies that collaborate with Israel (e.g. Kolhatkar, 2024). Many western universities have endowments that accumulate donation funds, which are then used to support academic appointments and research, and to increase operational revenue. Such funds are estimated to have managed approx. $849 billion in 2023 (US only)[11]. Many of these endowments are managed by teams of financial experts, and are invested in stock markets by way of investment portfolios. In the US, academic endowments that amount to $1B or more are managed by the university's investment office, headed by a Chief Investment Officer (CIO), who is responsible for managing the assets and the daily activity, and for communicating issues of risk management and investment strategy to the university's governing council (Malinova, 2022).

It is estimated that only a small percentage of all endowment funds is directly invested in Israel, but they are responsible for 2%-3% of the foreign capital funneled into the Israeli high-tech industry. If universities should decide to refrain from investing in Israeli companies, this could also affect the entire market and cause significant damage, as the market perceives the universities as its moral campus (Gilad, 2024).

---

[10] See relevant article on the Channel 7 website: NGO Attacks the Academic Boycott | Channel 7 (Hebrew) (Ben Porat, 2013)

[11] According to data by the National Association of College and University Business Officers (NACUBO) Historic Endowment Study Data

Limited Influence of Academic BDS

Despite the BDS movement's tendency to declare multiple successes, there is actually considerable evidence as to the **academic BDS's failure in isolating Israeli academia and pressuring Israel to change its policy.** For instance:

Newman (2016) states that despite the BDS, Israel has continued to be a major player in the international scientific community, drawing in research investments and participants for conferences held in Israel. In many cases, foreign governments and large universities have refused to cooperate with the BDS movement in the name of academic freedom, and by virtue of the Israeli academic community's high level and scientific excellence. According to Newman, academic BDS has a mostly symbolic value, and although it garners a lot of attention in the media, in actuality the impact of the call for BDS of academic collaboration with Israel is limited and did not substantially disrupt the activity of Israeli academic institutions.

Rose (2009) and Rose & Rose (2008) concur, and posit that the movement's main success is its ability to keep the issue on the international academic agenda, and not in causing tangible disruptions to academic activity.

Berlin (2010) also supports this approach, and claims that the BDS had almost no direct effect on the research outputs of Israeli universities and on their international ranking. However, he does recognize that the BDS has increased polarization within the academic community.

Ben-Tsur (2009) concurs that the direct effect on Israeli academia's research outputs is indeed minimal, yet emphasizes that the BDS movement generates another implicit impact, reflected in a climate of tension and uncertainty with a potential influence on the willingness of certain researchers to collaborate with Israeli institutions.

Barkay & Shamir (2020) investigated the widespread impacts of BDS, and claim that its influence is beyond the immediate academic metric. They posit that the movement impacts discourse about academic freedom and the role of academia in political activism. This impact has increased discussions in academic circles about issues such as the ethical responsibility of researchers and institutions in politically charged topics.

To summarize, the impact of the academic BDS of Israel is mainly manifested in the following areas:

- **Impact on academic discourse**: this is significantly a bottom-up influence, rooted in students and faculty who are involved in political activity and are changing the dynamics of academic discourse (Nelson, 2015B; Riemer, 2022).
- **Increased involvement in progressive politics**: the academic BDS movement is engaged in wide progressive political issues, such as the rise of the extreme right. This involvement impacts academic discourse by encouraging researchers to incorporate political activism and advocacy in their academic work, reshaping the traditional borders of academic research (Riemer, 2022).

- **Possible damage to the careers of individual researchers**: mostly young researchers who do not have the resources or reputation to withstand the boycott effects, despite declarations by BDS leaders that they only go after institutions and not individual researchers (Nelson, 2015A; Nussbaum, 2007).

Figure 1: Limited Impact of Academic Boycott until 10/7/2023
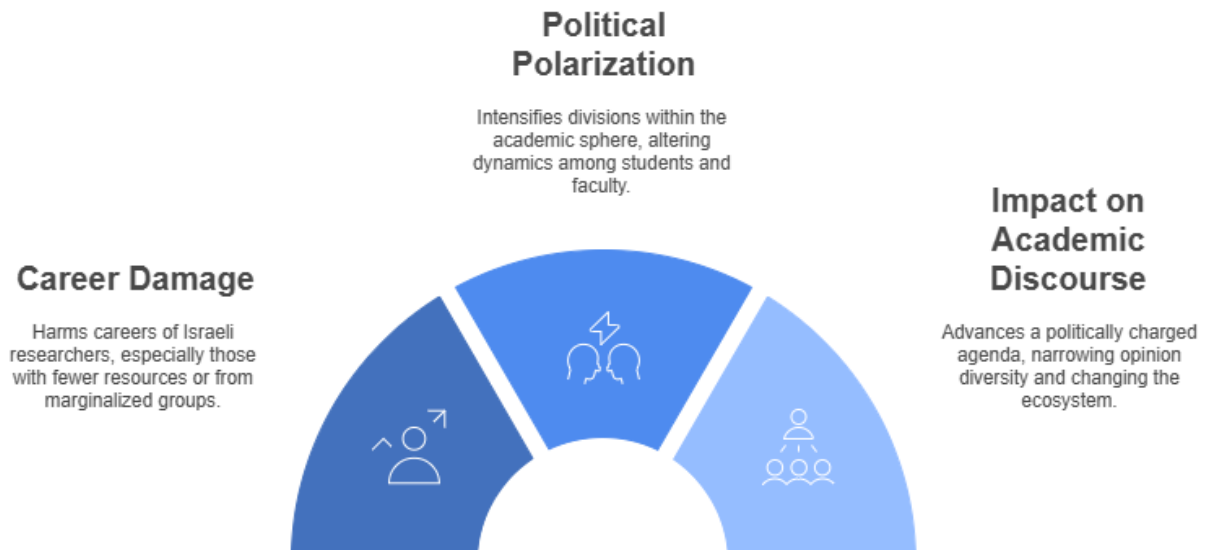
2.4 Counteraction Against Academic BDS until 10/6/2023

In Israel

National-level Action

» Ministerial Responsibility

Traditionally, the handling of antisemitism and various boycotts fell under the purview of the Ministry of Foreign Affairs. In 2009, the government transferred the authority for handling foreign attempts to de-legitimize Israel to the Ministry of Strategic Affairs, without derogating from the Ministry of Foreign Affairs' responsibilities in this regard, which caused redundancies and drew criticism (State Comptroller of Israel, 2016). In October 2015, the Ministerial Committee on National Security Affairs (State Security Cabinet) decided to charge the Ministry of Strategic Affairs and Public Diplomacy with the responsibility of leading the fight against attempts to de-legitimize and boycott Israel, using a comprehensive inter-ministerial system. When this Ministry was dismantled in 2021, its responsibilities

returned to the Ministry of Foreign Affairs (Azulai, 2021). In February 2023, it was decided to transfer responsibility for leading the fight against attempts to de-legitimize and boycott Israel from the Ministry of Foreign Affairs to the Ministry of Diaspora Affairs, and to change its name to the Ministry of Diaspora Affairs and Combating Antisemitism (Israeli government, 2023).

Public diplomacy: over the years, Israel has recognized the need to use public diplomacy strategies to combat academic BDS. The need for scientific measurement of public opinion and of the effectiveness of persuasion techniques, and the need to develop quick-response teams to support Israel's arguments and refute false information, were recognized (e.g. Gilboa, 2006; Sarvestani et al., 2019).

Steinberg (2023) refers to this type of action as "soft-power warfare", and mentions in this context the establishment of the Ministry of Strategic Affairs in 2015. The Ministry of Strategic Affairs was put in charge of coordinating the efforts to combat campaigns against Israel, including the BDS campaign. Its role also included addressing increasing use of terms such as "apartheid" to isolate Israel, as well as formulating responses for UN denunciations, withdrawal of pension fund investments, etc.

Israel's public diplomacy network consists of many components, including NGOs, research institutes, and public advocacy groups, who disseminate positive narratives about Israel. In addition, the Israeli government collaborates with the US pro-Israeli lobby to generate a supportive environment in American public opinion (Sarvestani et al., 2019).

The government's efforts to highlight Israel's academic, technological, and financial global contribution, and its support of international collaborations in these fields, are an important pillar in the fight against academic BDS (Gilboa, 2006).

» Legislation

Over the years, the Israeli government has used legal warfare, or "lawfare", both within the country and beyond, to disrupt BDS activities – including legislation forbidding foreign citizens who are BDS supporters from entering Israel (Abu-Laban & Bakan, 2023), and filing legal complaints against BDS supporters in US academia through organizations such as Legal Insurrection[12] and the Brandeis Center[13]. Israel also endeavored to convince foreign governments and US states to adopt anti-BDS legislation (Handmaker, 2020) (details to follow).

» De-legitimizing BDS

A substantial part of Israel's activities concentrated on framing BDS as an antisemitic movement that is attempting to de-legitimize Israel's existence. Israeli representatives have regularly repeated on

---

[12] Legal Insurrection Foundation

[13] Homepage | Brandeis Center

various international stages that this is not a form of legitimate, non-violent resistance, but a campaign whose main tenets are hostility and hatred towards Israel and Jews (Carter et al., 2012; Sheskin & Felson, 2016).

» Involvement in Academia and Culture

Israel has endeavored to prevent cultural and academic boycotts by globally promoting Israeli culture and academia. These efforts included organizing international cultural events and academic collaborations that shine a light on Israel's contribution to global knowledge and culture (Chaitin et al., 2017). Additionally, the government endeavored to ensure that Israeli artists and academics will not be ostracized from international forums (Steinberg & Steinberg, 2017).

» Strengthening Financial and Diplomatic Relationships

Strengthening financial and diplomatic relationships with key global players is a cornerstone of Israeli strategy. By cultivating strong trade relations and strategic alliances, Israel strives to create a network of support that can withstand BDS pressures. Israel's diplomatic efforts were also focused on emphasizing the economic and technological advantages of collaborations, thus deterring countries and companies from participating in BDS-related activities (Lim, 2012).

It should be noted that despite the effectiveness of the Israeli government's endeavors, in some cases the framing of BDS as an antisemitic movement was not globally accepted, and there are still audiences around the world who perceive it as a human-rights movement fighting against non-compliance with international law. The effectiveness of anti-BDS legislation is also disputed, with some considering it a violation of the freedom of speech, which may lead to an adverse response (Morrison, 2015; Svirsky, 2015).

Israel's efforts to fight the academic boycott were uncoordinated in the last two decades, and tended to be sporadic and lacking in quantitative performance indicators, as specified in the 2015 State Comptroller Report (State Comptroller of Israel, 2016). The redundancy of responsible elements, their lack of coordination, and the lack of work plans and budget utilization have persisted for many years, including during October 2023 and the following months (State Control Committee, 2023).

Action by Israeli Academia and Academic Community

The Israeli academic community employed several strategies to fight academic BDS. Examples include:

» Academic Activism and Global Engagement

Over the years, senior officers and researchers in Israeli academia have collaborated with international entities that are opposed to academic boycotts and criticize them as antithetical to academic freedom. One example of many is the International Human Rights Network of Academies and Scholarly Societies organization, which have supported this idea over the years and have even expressed it in its declarations, like the declaration published in Science in 2007 (International Human Rights Network of Academies and Scholarly Societies, 2007). Israeli academics have joined global justice networks and social movements, and collaborate in discussions and actions that coincide with larger goals of social justice (Mason, 2013).

Another example is the campaign by researchers and doctors against The Lancet's editor, after the journal had published an anti-Israeli article which then Minister of Health German termed "borders on blood libel" (Gal, 2014). The letter spurred a heated global debate, with critics branding the letter "anti-Jewish" and questioning the authors' possible conflict of interest (Arya et al., 2015). As part of the debate, several leading Israeli researchers and doctors, including two Noble Prize laureates – Prof. Aharon Ciechanover and Prof. Avram Hershko – and presidents of Israeli academic institutions such as Prof. Daniel Zajfman (Weizmann Institute) and Prof. Peretz Lavie (Israel Institute of Technology), wrote a response letter that was also published in The Lancet. The letter discussed the complex dynamics of the Israeli-Palestinian conflict, criticized the depiction of Israel's actions as aggressive, emphasized the role of Hamas in perpetuating the conflict, and protested the call for severe sanctions on Israel (Ahmed, 2014). Later on, The Lancet's editor-in-chief, Richard Horton, was invited to visit Israel (including Rambam Medical Center among other locations), to better understand the workings of the Israeli health system under political strain. Horton had expressed regret for causing polarization by publishing the controversial letter about the Gaza conflict, and suggested collaborating with Israeli health professionals in future publications (Blazer, 2015).

» Promoting Diversification and Inclusion in the Academic Space

Traditionally, Israeli academia has been a vanguard of equality and human rights. Israeli universities offer support for Israeli minority groups (Muslims, Christians, Druse, Circassian, and others) and for encouraging higher education within them, as well as courses and programs that encourage dialogue between Jewish and Arab students, all in an effort to overcome structural inequality and cultivate a culture of open-mindedness and intellectual rigor (e.g. Hager et al., 2011).

As of 2016, a program for assimilating processes of diversification and inclusion in Israeli academic institutions has been operating with the support of the Council for Higher Education, the Planning and Budgeting Committee, and several funds. The main groups defined as target populations by the Council for Higher Education are Arabs (including Druse and Circassian), graduates of the *Haredi* education system, individuals of Ethiopian descent, and individuals with disabilities. As part of the program, academic institutions have added a diversification coordinator position, training activities

were held for academic and administrative staff, and learning strategies and practices were formulated to promote diversification and inclusion. Some Israeli universities (Hebrew University, Israel Institute of Technology, Tel Aviv, and Ben-Gurion) currently have diversification and inclusion VPs. Other universities have Diversification, Equality and Inclusion units, while colleges have DE&I coordinators (Rosen, 2023).

» Addressing the Ethical Issues of Boycotts

Israeli researchers have criticized the ethical basis of academic boycotts, claiming that they unjustly punish academics and institutions. They argue that academic institutions cannot be held responsible for government policy, and that boycotts inhibit the free flow of ideas and scientific collaboration (e.g. Pasternak, 2011; Sheskin & Felson, 2016; and many others).

» Maintaining Academic Excellence

Israeli academic institutions uphold strict academic standards, and cultivate a research-positive environment in terms of academic freedom. Israeli academia's high level of scientific excellence ensures its continued participation in international conferences and research collaborations, mitigating the influence of BDS attempts to isolate it (Newman, 2023). Moreover, the refusal of many leading governments and universities to support BDS can be partially attributed to their recognition of the academic contributions of Israeli institutions, which are considered important collaborators in the global scientific community (Newman, 2023; Wattad, 2015).

Action Against BDS beyond Israel's Borders

1. Legislation Against BDS in General

Israel and other BDS-opposing countries have developed several ways of addressing the calls for academic boycotts, on both the institutional and national levels. One of the most significant steps is a legislative effort in Israel to impose punitive measures on individuals and institutions who call for such boycotts. One example is Prof. Noam Chomsky being banned entry to Israel when he attempted to lecture at Bir Zeit University in 2010. The US has also taken the legislative approach, and made a legislative endeavor to neutralize the BDS movement (Falah, 2016).

World Legislation Examples

» USA[14]

State Legislation

Anti-BDS laws aimed at companies that boycott Israel were first legislated in 2015. Such laws developed over the years in two tracks:

- Laws that prohibit states from engaging with companies or individuals, unless they undertake not to boycott Israel
- Laws that prohibit pension-fund investments in companies that boycott Israel (Friedman, 2023)

Federal Legislation

A considerable share of the federal laws pertaining to BDS in recent years concentrate on legislatively enshrining parts of the working definition of antisemitism by the International Holocaust Remembrance Alliance (IHRA), which connects antisemitism to anti-Zionist or anti-Israel expression.

In December 2019, as antisemitism was on the rise among right-wing elements identified with then US President, Donald Trump, the Executive Order on Combating Anti-Semitism was issued by Trump. The executive order substantially focused on enforcing the IHRA's definition in US campuses, despite various entities' objections to its adoption, including the American Civil Liberties Union (ACLU) and academics, who claimed that identifying anti-Israel expression with antisemitism constitutes violation of academic freedom.

In May 2023, the Biden administration launched the US's first ever national strategy for combating antisemitism, which recognizes the significance of the IHRA's definition of antisemitism within a series of other definitions (Friedman, 2023).

The following link contains a full list of laws, both state-level and federal:

Anti-BDS Laws, Dataset by Lara Friedman for the Foundation for Middle East Peace

---

[14] Anti-BDS Laws, Dataset by Lara Friedman for the Foundation for Middle East Peace
https://docs.google.com/spreadsheets/d/1iJu-VvTGPyt76szpkkgg4lN2RuIdz0crK1P4eihpkI8/edit?gid=146340936#gid=146340936

» **UK**

On June 19 2023, the Conservative Party proposed a bill banning public bodies from imposing boycotts unauthorized by the UK government against foreign countries in general, and specifically boycotts aimed against Israel. This came as a response to the political climate in the UK, where several municipal-governance bodies and universities supported a boycott of Israel as a means of protest against Israeli policy and activity, and in support of Palestinian rights (Friedman, 2023).

» **Germany and Austria**

In May 2019, the German Bundestag voted in favor of a bill to classify the international BDS movement as an element that uses antisemitic tactics as a means of achieving its political goals (Nasr & Alkousaa, 2019). Austria passed its own similar resolution in February 2020 (Sion-Tzidkiyahu & Hirsch, 2020). The wording of these resolutions reflects the IHRA's working definition to a great extent.

Note that legislation in both the US and Europe often reflects a separation between Israel within 1967 borders and the west bank and east Jerusalem territories, and does not oppose BDS activity in these territories (e.g. Sion-Tzidkiyahu & Hirsch, 2020; Zanotti et al., 2017).

2. Action to Prevent Violation of Academic Freedom

The BDS movement has gained traction in certain academic circles, especially in Europe, where calls for BDS were supported by organizations like the British University and College Union. Some have claimed that academic boycotts mix academy and politics in a way that is opposed to principles of academic freedom and the universality of science (Berlin, 2010; Executive Committee of the International Human Rights Network of Academies and Scholarly Societies, 2007).

In Israel, the involvement of Israeli academics in boycott support has been controversial, and there were even calls to take punitive action against faculty members who support BDS (Seliktar, 2005).

The following are examples of actions taken by various bodies in the world academic arena to combat academic BDS:

Strategic communication and image: exposing the antisemitism in the BDS campaign and its intent to destroy the State of Israel, and emphasizing the democratic values common to Israel and the western world (Cohen & Avraham, 2018). This type of communication had, for example, impact on the discussions in US academic professional associations around the impact of BDS on academic freedom (Wattad, 2015).

Institutional and organizational opposition: many academic institutions and municipal governance bodies in the US have rejected BDS initiatives in the name of academic freedom. Objection to BDS on the part of institutions and governance bodies has been instrumental for academic collaboration and investment in Israeli academia (Newman, 2023). In addition, organizations were founded that focus

on promoting academic freedom and on countering anti-Israeli narratives, such as Scholars for Peace in the Middle East[15], Campus Watch[16], Academic Engagement Network[17] and others (Hirsh, 2012; Wagner, 2010).

Legal strategies: to protect academic freedom and address BDS, several legal strategies were taken. These include using legal mechanisms to protect academics who criticize Israel and to expose possible involvement in international crimes. Adversely, pro-Israeli elements are using legal tactics (lawfare) to suppress criticism against Israel (Handmaker, 2020).

2.5 BDS Activity in the Academic Arena Since 10/07/2023

The events of October 7 2023 were a turning point in Israeli history in general, and had a specific significant impact on Israeli academia and researchers worldwide. Following these events, the BDS movement intensified its focus on Israeli academia, while inhibiting Israeli researchers' academic freedom, personal safety, and international collaborations.

» Exposure to Antisemitism and Hatred

Following October 7, there has been an increase in antisemitism and manifestations of hatred towards Jews in general and Israelis in particular. A survey conducted in the US, Canada, and Europe revealed a dramatic increase in exposure to hatred and antagonism following October 7. There have been considerable increases in hate speech against Israel, unsanctioned disclosures of personal information about researchers in social media (doxing), de-humanization of Jews and Israelis, and public demonstrations and activities against Israel. Israeli researchers have felt uncomfortable expressing their political or religious beliefs or even wear Jewish insignia in foreign campuses, and have reported feeling that world higher education institutions were not effective in ensuring their personal safety on campus (Santos & Yogev, 2024).

The Anti-Defamation League (ADL) recorded 665 anti-Israeli incidents on campus during the 2022-2023 academic year: nine cases of vandalism; 24 cases of harassment; 303 events; 326 protests/actions; and three BDS resolutions (all three resolutions passed in undergraduate student bodies) (Anti-Defamation League, 2023).

---

[15] https://spme.org/

[16] https://www.meforum.org/campus-watch

[17] Academic Engagement Network

The following figure shows the substantial increase in anti-Israeli incidents in US campuses following October 7 2023, according to the Anti-Defamation League:

Figure 2: Anti-Israeli Incidents in US Colleges and Universities, 2022-2023
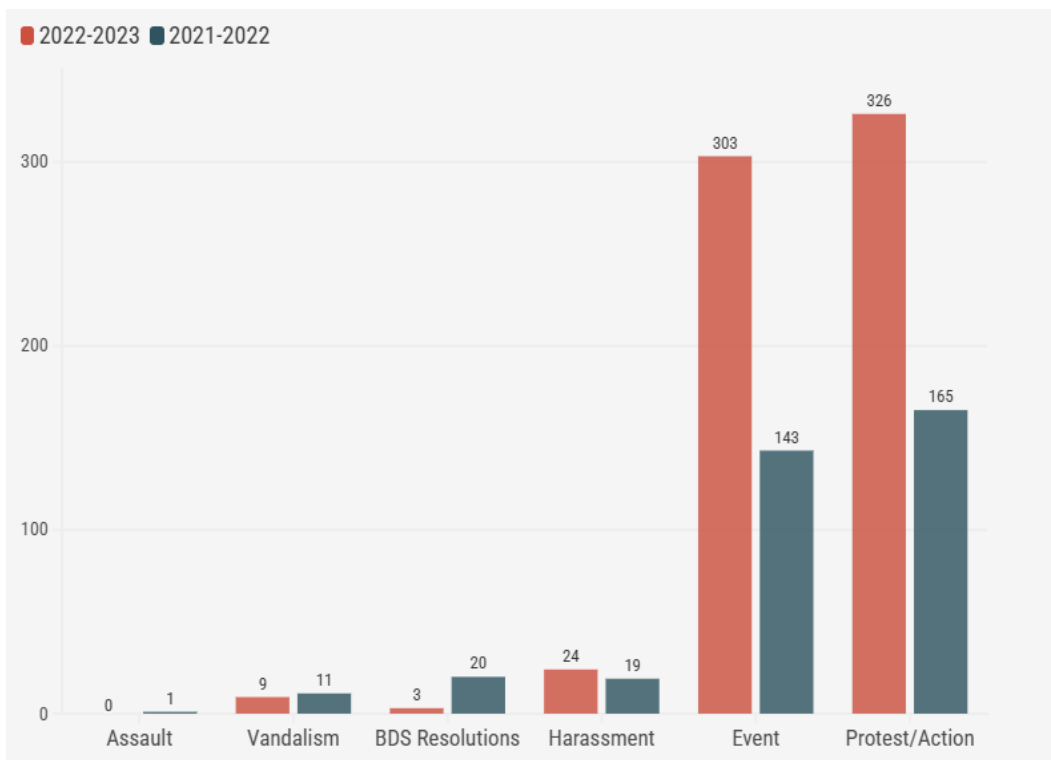
Source: Anti-Defamation League, 2023

Table 4: Examples of significant anti-Israeli incidents in US campuses, during April and May 2024

Date / University	Incident Description
04/17-18/2024 Columbia University	Columbia University students set up a solidarity encampment on their Manhattan campus. Over 100 pro-Palestinian protesters are arrested after the university president asks New York police to clear the encampment.
04/22/2024 Yale University	Police arrests hundreds of people in pro-Palestinian protests in Yale University and New York University. Columbia University cancels classes in response to the encampment on its campus.
04/24/2024 Texas University	57 pro-Palestinian protesters are arrested at Texas University for trespassing, in an event considered unprecedented in terms of police handling of the protest. All charges were later dropped for lack of probable cause. Five days later, the number of those arrested in US protests amounts to about 1,000.

Date / University	Incident Description
04/25/2024 **Columbia University**	Speaker of the United States House of Representatives, Mike Johnson, suggests that US military reserve forces should be brought in to restore order at Columbia University.
04/29/2024 **UCLA**	Conflicts between pro-Palestinian and pro-Israeli protesters break out. UCLA authorities declare the protest encampment unlawful. Columbia University begins to suspend pro-Palestinian student activists
04/30/2024 **Brown University**	Brown University students agree to remove their encampment in return for University trustees voting in favor of divestment from firms that support Israel. This is the first agreement of its kind.
05/01-02/2024 **Columbia University**	The protest encampment in an academic building on campus is evacuated by New York Police, and dozens of pro-Palestinian protesters are arrested. The UCLA campus encampment is similarly cleared.

Source: Major events in Pro-Palestinian protests at US universities | Reuters

Figure 3: Anti-Israeli Protests in US Universities and Colleges, 2023/Q3-2024/Q3
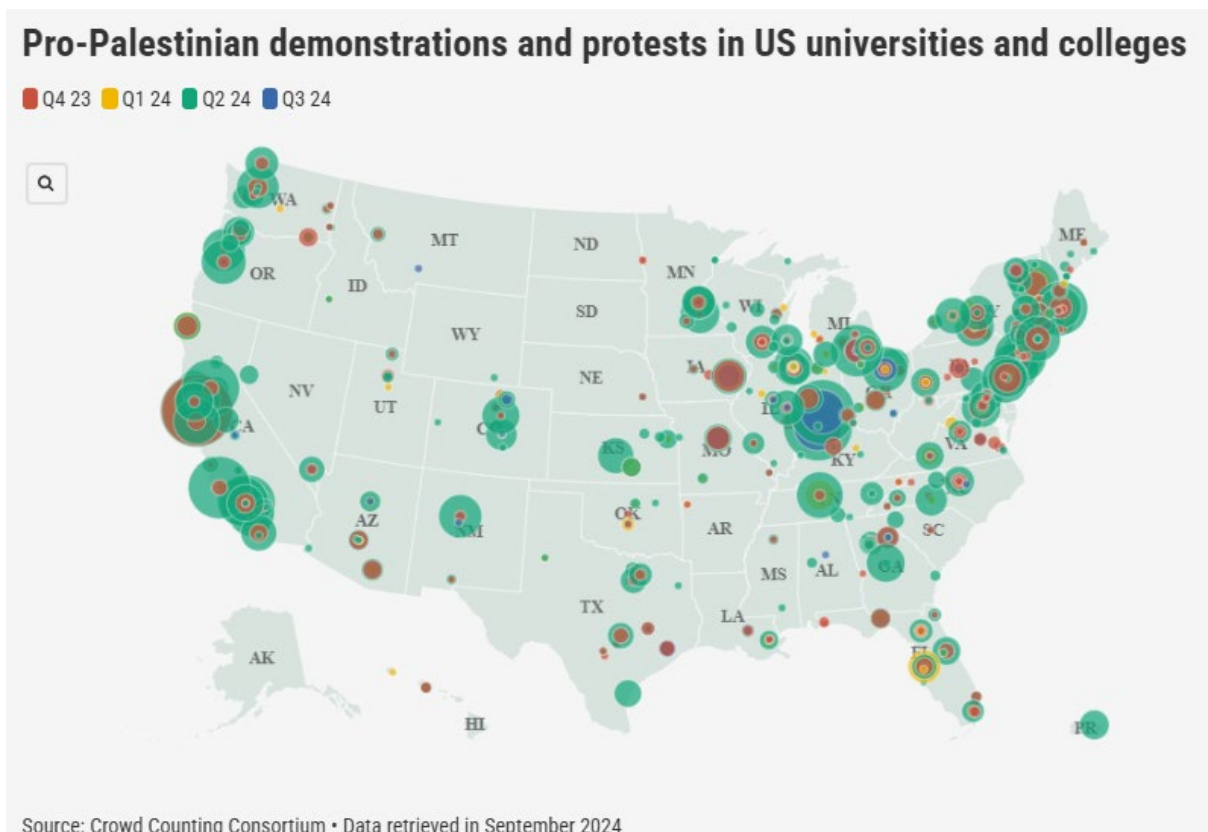
Source: processing by Samuel Neaman Institute of data from Where College Protesters Have Been Arrested or Detained - The New York Times (nytimes.com)

Table 5: Examples of Anti-Israeli Incidents on Campuses in Various World Countries, during First Months of Sword of Iron War

Country	Incident Description
Australia	In April and May 2024, protest encampments were set up in at least seven Australian universities, including University of Queensland and University of Sydney. Protests in Australia did not devolve into violence as seen in the US.
UK	Pro-Palestinian protests began in the UK immediately as the war broke out in Gaza, with protest encampments outside of campuses starting in May 2024. Universities with encampments erected beside them include Newcastle, Leeds, Bristol, and Warwick. In the London School of Economics (LSE), pro-Palestinian protesters occupied one of the buildings[18] in May 2024, and were evacuated by the university only a month later[19] following a court order[20].
France	In Paris, pro-Palestinian protests erupt at Sciences Po and Sorbonne University at the end of April 2024. In both cases, the halls occupied by the protesters are quickly evacuated by the police.
Canada	At McGill University in downtown Montreal, pro-Palestinian protesters erect an encampment on the front lawn, and remain for a long period. Pro-Palestinian protesters also set up encampments in Toronto University's downtown campus, and in British Columbia University in Vancouver.

Source: From Australia to the UK: Where pro-Palestinian university protests are happening around the world | CNN

» Impact on Academic Freedom and Collaborations

The BDS movement has impacted the ability of Israeli researchers to take part in international collaborations. Following the call for an academic boycott, several world researchers and institutions have refused to collaborate with Israeli researchers and research institutions. The volume of student exchanges and research students has decreased, and in certain cases Israeli researchers have found themselves isolated from some of the international scientific community.

In-depth interviews conducted by Shai Farber (Farber, 2024) indicate that these researchers have come across phenomena such as cancellations of conference invitations, refusal to write evaluations for the promotion of young Israeli researchers, rejecting articles (sometimes explicitly declaring that the journal does not accept articles from Israeli researchers, and sometimes without specifying a reason).

---

[18] Students occupy London School of Economics building over Gaza (bbc.com)

[19] Students evicted from LSE building after living in pro-Palestinian encampment for over a month | Evening Standard

[20] LSE granted court order barring pro-Palestine encampments after student protest | Evening Standard

A December 2023 survey conducted by the Israel Young Academy in collaboration with Afik in Academia, with 1,015 responses by senior faculty members in universities, revealed that faculty members do not report high levels of actual impact (except pertaining to colleagues visiting Israel), but that they are highly concerned about future impact, as illustrated by the following figure based on survey data (Israel Young Academy & Afik in Academia, 2024).

Figure 4: Reports about Existing Impact and Expected Impact by Various Parameters
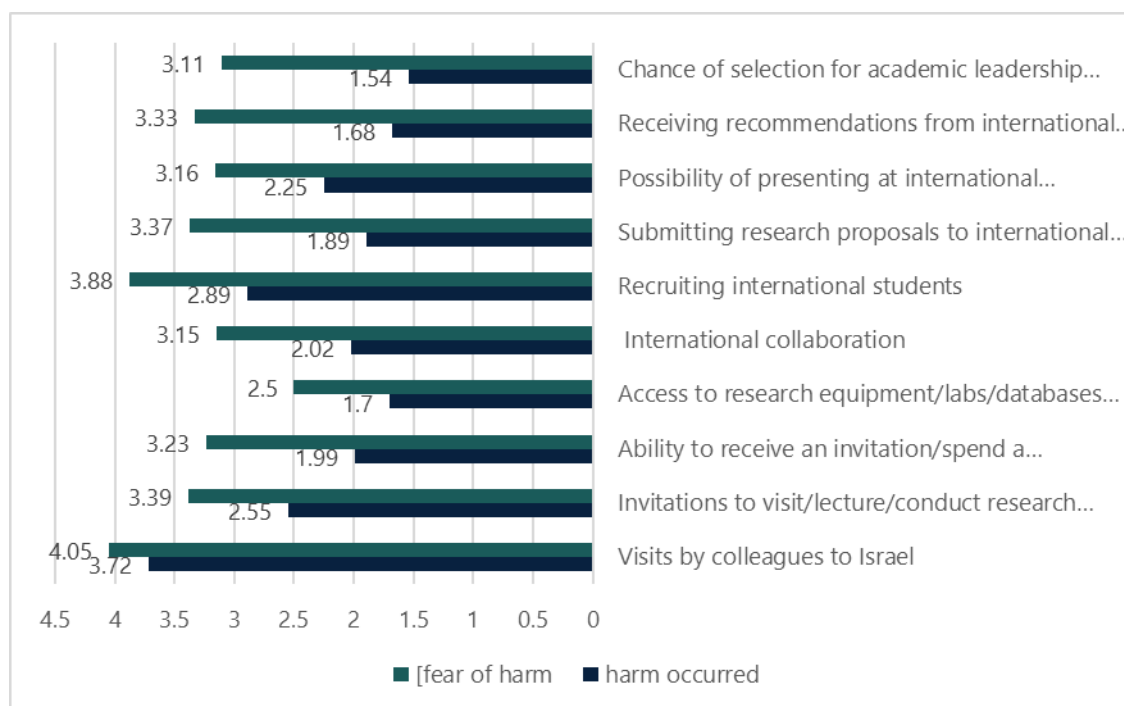
Source: Israel Young Academy & Afik in Academia, 2024. Responders assessed impact on a scale of 1 to 5. The length of the lines shows the average impact among responders

» Impact on Academic Discourse

Actions by BDS supporters following October 7 gave rise to social and political tension, and caused deep rifts and conflicts within academic institutions. The following are three of the most infamous examples of controversial statements from US universities:

▪ A coalition of student groups from Harvard University published a statement declaring Israel entirely responsible for Hamas's massacre of Israelis, only one day after the event and before any significant countermeasures by Israel.

▪ Russell Rickford, a historian from Cornell University, expressed his "exhilaration" about Hamas's massacre of men, women, and children. Despite later apologizing following pressure by the

university president, his apology pertained to his "choice of words" and not to his support of the massacre.

▪ The presidents of three leading US academic institutions were called to testify before congress about anti-Jewish rhetoric and activity in their campuses, emphasizing the controversial nature of the academic responses to the events[21].

These statements and others have certain impacts on academic discourse, some of which are substantial and long-term:

▪ Increasing polarization and conflict: statements in academia and the responses to them have increased arguments within academic circles on issues like freedom of speech, academic freedom, and the role of universities in political discourse.

▪ Impact on methodologies: the events led to a reassessment of the epistemological and ethical assumptions at the basis of academic research, and researchers were called to reconsider the basis of their methodologies. This impact can lead to changes in the way research is conducted in the humanities and social sciences.

▪ Impact on universities' response to events: the involvement of three presidents in testimony before congress and their later resignation applied pressure on academic institutions to more effectively handle cases of controversial rhetoric and activism on campus. This pressure has the potential to significantly change the way universities define their role on social and political issues.

▪ Impact on specific disciplines: controversial statements and actions by academic individuals and institutions have led to a reexamination of the ethical and methodological foundations of Israel studies and of other disciplines that pertain to complex geopolitical issues and to controversial issues such as the limits of free speech (Saposnik, 2024).

---

[21] One Israeli response to this event was the public opinion published by the heads of Israeli research universities about the statements by presidents of US universities in congress. Public Opinion by Head of Israeli Research Universities about Statement made by Presidents of US Universities in Congress | Tel Aviv University (tau.ac.il) (Hebrew)

The following are several examples of universities and their activities against Israel following the events of October 7 2023:

Table 6: Examples of BDS of Israel by World Universities and Associations following October 7

University	BDS activity	Source
University of California Davis's student senate	Divestment (Overturned by the university's Court of Associated Students)	UC Davis student court overturns divestment resolution | The Times of Israel (February 2024)[22]
Brown University (vote to be held in October 2024)	Divestment	Brown University trustee resigns in protest of school's upcoming Israel divestment vote **(September 2024)**[23]
Free University of Brussels	Suspension of agreements and research projects with Israeli universities	ULB suspends agreements and research projects with Israeli universities (May 2024)[24]
Royal Melbourne Institute of Technology (RMIT), Australia	ending Elbit Systems partnership	Statement: Israel-Gaza conflict (19.10.2023)[25]
Norwegian Universities: OsloMet, the University of Southeastern Norway, the University of Bergen, the Bergen School of Architecture	Suspending ties with Israeli universities	Why five institutions suspended ties with Israeli universities (April 2024)[26]
Spanish universities: Granada and Ovideo, University of Barcelona	Suspending ties with Israeli universities	University of Barcelona faculty passes motion calling to break academic relations with Israel (May 2024)[27]
Ghent university	Suspending ties with Israeli universities	Belgium's Ghent university severs ties with three Israeli institutions (May 2024)[28]

---

[22] UC Davis student court overturns divestment resolution | The Times of Israel

[23] Trustees resign from Brown Ivy League over anti-Israel BDS motion - The Jerusalem Post (jpost.com)

[24] ULB suspends agreements and research projects with Israeli universities (brusselstimes.com)

[25] Statement: Israel-Gaza conflict - RMIT University

[26] Why five institutions suspended ties with Israeli universities (universityworldnews.com)

[27] University of Barcelona faculty passes motion calling to break academic relations with Israel (elnacional.cat)

[28] Belgium's Ghent university severs ties with three Israeli institutions | Reuters

University	BDS activity	Source
Trinity College (Ireland)	Divestment	[Trinity students to end protest after college agrees plans to divest from Israeli companies](#) (May, 2024)[29]
Turin university (Italy)	ban participation in research initiative involving Israel	[Italy's University of Turin to exit Israel research pact amid Gaza protests](#) (March 2024)[30]
American Anthropological Association (AAA)	Boycotting Israeli academic institutions	[AAA Membership Endorses Academic Boycott Resolution](#) (Juli 2023)[31]
American Association of University Professors (AAUP)	Recognizing divestments as 'legitimate tactical responses'	[AAUP Ends Two-Decade Opposition to Academic Boycotts](#) (August 2024)[32]

It is important to remember that the effect of an academic boycott is not immediate, and will only manifest after some time has passed. It will manifest in direct indicators such as research outputs, international scientific standing, etc., and in indirect indicators (that are harder to quantify) like contribution to economy, to national security, and more. It is therefore no wonder that the significance of combating the academic boycott is marginalized in media reports, in Knesset deliberations, and in government resolutions (Golany & Carmi, 2024).

2.6 Counteraction Against Academic BDS Since 10/7/2023

National-level Action

As aforesaid in article 2.4, the wave of antisemitism and calls for BDS in world campuses found Israel with responsibility for the issue scattered across various ministries, including the Ministry of Foreign Affairs, the Ministry of Diaspora Affairs and Combating Antisemitism, the Ministry of Innovation, Science, and Technology, and others (Immigration, Absorption, and Diaspora Affairs Committee, 2024).

Actions by several ministries following October 7 included:

---

[29] [Trinity students to end protest after college agrees plans to divest from Israeli companies – The Irish Times](#)

[30] [Italy's University of Turin to exit Israel research pact amid Gaza protests | The Times of Israel](#)

[31] [AAA Membership Endorses Academic Boycott Resolution - The American Anthropological Association](#)

[32] [AAUP ends two-decade opposition to academic boycotts (insidehighered.com)](#)

Ministry of Diaspora Affairs: acted to shape the discourse about the war by allocating budgets for foundations that support the fight against anti-Israeli organizations on campus, and to expand the definition of antisemitism in US law to also include types of criticism against Israel (Haaretz, 2024).

Ministry of Science and Technology: the Ministers Committee on Innovation has approved ILS 90M for the fight against the academic BDS of Israel, and in June 2024 it issued a call for proposals amounting to ILS 10M for universities and research institutions on issues such as legal fight against BDS, conducting scientific conferences in Israel, promoting the international relations of the proposing institution and of Israel, Israel exposure programs for foreign students through weeks-long or months-long visits, and Israel exposure tours for foreign senior researchers and managements of academic institutions (Ministry of Innovation, Science, and Technology, May 2024; Ministry of Innovation, Science, and Technology, June 2024).

» Action by Academia and Academic Community

The academic community took a wide range of steps to fight the wave of academic BDS events that surged following the October 7 attack. Examples include:

The Israel Academy of Sciences and Humanities: As the war broke out, the Israel Academy, in collaboration with other Israeli entities like the Council for Higher Education's Planning and Budgeting Committee and the Israel Science Foundation, sent letters to presidents of national academies and to leaders of the international academic and scientific community, demanding denunciations of the October 7 attack. Later on, calls were made to counterpart science academies around the world and to international science organizations, and the heads of European academies of science were personally petitioned to oppose antisemitic actions and academic boycotts (Israel Academy of Sciences and Humanities, n.d.).

The Association of University Heads (VERA): the Association published several statements, including a statement about the events on US campuses, and a response to the governing body of the Conference of the Rectors of the Spanish Universities, and others (Association of University Heads, n.d.). VERA had also formed a task force for fighting the academic boycott, engaged in various avenues including recruiting partners for legal proceedings and legal consultants in the main arenas: western Europe, the US, and Canada, and developing tools in the diplomatic, political, legal, and public advocacy levels (Bar Ilan University, 2024).

Bashaar Academic Community for Israeli Society: with more than 2,000 academics as members, the organization took it upon itself to respond to statements from the world academic community that are lacking a condemnation of the massacre of Israeli citizens, or that attempt to create symmetry

between the Hamas attack and Israel's response. The organization also coordinates petitions for signatures by Israeli and global academia, in collaboration with Oct-7-Academics[33] (Bashaar, n.d.).

 The following is a list of additional examples of actions against BDS by Israeli and international academia and academic community. This is not an exhaustive list.

» Legislation and Legal Action

- The Pennsylvania Senate passed a bill to ban universities and pension funds from divesting from Israel.
- [Pennsylvania Senate passes bill to bar universities and pension funds from divesting from Israel | AP News](#)
- At least 13 federal judges declare they will not accept clerks from Columbia University due to the University's handling of anti-Israel protests.
- [Judges' Columbia Clerk Boycott Blasted by New York Bar Group](#)
- US law firm Sullivan & Cromwell, whose clients include Goldman Sachs, Google, and Tesla, announced it will disqualify job applicants who participated in anti-Israel protests.
- [Prestigious law firm Sullivan & Cromwell to screen job applicants for participation in anti-Israel protests | Sky News Australia](#)

» Action against anti-Israel protests and encampments in world campuses

- Many universities took legal action to evacuate anti-Israel encampments on campus
- [What have universities done about anti-Israel encampments?](#)
- [Issue Brief: Analysis of U.S. Campus Encampments Related to the Israel-Palestine Conflict | Bridging Divides Initiative](#)
- [From protest skits to full-time surveillance, universities and Jewish groups hope to change the campus climate as the school year begins – The Forward](#)

» Articles and Opinions

- A group of 25 faculty members from Yale University wrote an opinion for Newsweek, positively describing their conclusions from their solidarity visit in Israel
- [What We Learned on Our Academic Visit to Israel | Opinion - Newsweek](#)
- Rectors of the 15 Netherlands universities wrote an open letter for Trouw, in which they explain why they do not intend to cut ties with Israeli institutions, despite student protests.
- [Universiteiten: 'Wij willen Israëlische wetenschappers niet isoleren' | Trouw](#)

---

[33] https://sites.google.com/view/israelacademia23/home?authuser=0

- Prof. Cary Nelson published an opinion on Inside Higher Ed, describing the risks of academic boycotts.
- [What is at stake in an academic boycott? (opinion)](#)

» Strengthening Collaborations

- Agreements between Indian and Israeli universities despite the war in Gaza:
- [Indian universities build closer ties with Israeli colleges and arms firms despite Gaza war | PressNewsAgency](#)

» Solidarity Tours in Israel

During the months since the war broke out on October 7, many dozens of solidarity delegations visited Israel from various world universities, and especially from the US. Most delegations had a large representation of Jewish faculty members who were looking for a sincere and direct way to express their profound solidarity with Israel and its citizens. They were accompanied by non-Jewish faculty members who felt the earnest need to stand with Israel in its difficult time, and especially to stand with Israeli academia as it was being attacked head-on by the BDS movement. It is important to note the impressive presence of elite universities (ivy league and others) in the long line of delegations that came to Israel. Their arrival is in complete contradiction to the hostile climate against Israel and the widespread protests against collaboration with Israeli academia that have characterized the universities' campuses in the preceding year. It is also worth mentioning the arrival of delegations from universities of a distinct Christian nature, in which the presence of Jewish faculty members played no role. A **partial** sample of these tours includes:

- A delegation of about 30 faculty members from Yale University visited Israel on March 2024. The delegation visited five Israeli universities, and met with university managements, faculty members, and students.
- [In Israel on a solidarity tour, Yale academic premieres October 7 art song cycle](#)
- A delegation of researchers from 25 leading US universities (including Berkeley, MIT, Dartmouth, Stanford, UCLA, UPenn, and Cornell) arrived on a solidarity tour in April 2023, at the height of the wave of pro-Palestinian solidarity in these universities.
- [US college delegation inspired by visit to Israel](#)
- [US academics from Harvard, Stanford, Dartmouth latest group to make Israel pilgrimage](#)
- A delegation of researchers from UPenn arrived on a solidarity tour in January 2024.
- [UPenn faculty solidarity mission receives rock-star reception in Israel](#)
- A delegation of researchers from UCLA arrived on a solidarity tour in February 2024.
- [Delegation of UCLA Researchers Visit HUJI](#)
- A delegation of researchers from Columbia University arrived on a solidarity tour in August 2024.
- [Columbia delegation visits Israel, but fear repercussions on their return to campus](#)

- A delegation of pro-Israeli Jewish students from several universities such as Columbia, Rutgers, New York University, Western Ontario University, and University of Texas arrived in May 2024 on a solidarity tour that included meeting with senior officials of Israeli government, hearing testimonies of survivors of the October 7 massacre, meeting with representatives of Gaza Envelope communities, meeting with families of kidnapped individuals, and more.

- [US university students arrive in Israel as antisemitism rocks campuses](#)

- Tim Griffin, dean of students at the largest Christian university in the US (Grand Canyon University in Phoenix, Arizona), visited Israel.

- [Dean of Christian mega university visits Israel to push back against boycott efforts](#)

- A group of Christian students from the US visited Israel as part of the Passages program, to volunteer, learn about the complexities of Israel, and express solidarity with the Jewish people following the war in Gaza.

- ['Passages' Wraps Up Christian 'Birthright' Trip to Israel](#)

» Founding Pro-Israeli Groups in Academia

- The founding of Harvard Faculty for Israel by more than 430 faculty members in Harvard University, to support Israeli students and strengthen the academic collaboration between Harvard and Israeli universities.

[Harvard Faculty for Israel Launches With More Than 430 Members](#)

- Founding the Faculty Against Antisemitism Movement (FAAM), an initiative by Academic Engagement Network. A network of academics who act against antisemitism on campus, the organization calls for university leaders to join the fight, demanding the protection of Jewish students and faculty against harassment, discrimination, isolation, or violence.

- [Faculty Against Antisemitism](#)

- A list of other initiatives in US academia is available on the FAAM website:

- [Resources — Faculty Against Antisemitism](#)

- Founding the Accademia-Italia-Israele network that consists of about 200 Italian and Italian-speaking Israeli researchers who have managed to prevent sweeping resolutions to boycott Israeli universities, submitted by students in Italy to Italian university senates.

[Accademia-Italia-Israele – Un network di professori e ricercatori italiani che sostengono Israele, contro il boicottaggio](#)

» Petitions and Open Letter in Support of Israel and Against Academic Boycott of Israel

- A petition by about 3,000 academics from several top universities, including Yale, Columbia, University of Maryland, Stanford, and Northwestern, against the call to boycott Israel

- [3,000 Academics Condemn Israel Boycotts in Universities | United with Israel](#)
- [Thousands of Academics Sign Letter Opposing Anti-Israel BDS Movement](#)
- More than 300 UC Berkeley faculty members signed a letter condemning the attacks on Israel at the university
- [UC Berkeley faculty letter condemns student support for Hamas – The Forward](#)
- 1,200 community members from Princeton University, including students, faculty, alumni, and parents, signed a letter opposing the divestment proposal submitted by the Princeton Israeli Apartheid Divest group.

[Princeton Students, Faculty Push Back on Anti-Israel Divestment Effort](#)

- A petition against the academic boycott of Israel initiated by Dr. Maarten Boudry, former holder of the Etienne Vermeeersch Chair of Critical Thinking, Ghent University. Dr. Boudry, along with Prof. Mark Elchardus from the Free University of Brussels, published an open letter against the boycott of Israel on the Quillette website, garnering the signatures of about 50 researchers, mostly from Belgium and the Netherlands.
- [United Against the Academic Boycott of Israel](#)
- [Open Letter Against the Boycott of Israeli Universities](#)

» Declaration of Public Support Against BDS

- The Chairman of Penn University's Board of Trustees expressed explicit objection to the BDS Movement. He stated that the university does not support boycotts, divestments, or sanctions against Israel, and added that he views the BDS movement as anathema to academic freedom, and incompatible with the principles of overlapping consensus.

[Penn Board of Trustees chair criticizes BDS movement, shares goals in new interview](#)

- On the initiative of the GIHF-AI, the digital policy innovation project of ELNET, senior representatives of the German healthcare systems and members of the GIHF-AI Board of directors have signed a letter of support for Israeli healthcare staff The letter condemns the attacks and expresses support and solidarity with the Israeli people, and specifically with Israeli healthcare staff, who are working under difficult and unconceivable conditions to provide the highest level of medical care.
- [German healthcare sector stands in solidarity with Israel - GIHF-AI](#)

» Cessation of donations to entities who express support for anti-Israeli activity, and donation to entities that support the fight against antisemitism on campuses.

- Harvard University donors, including the Blavatnik family fund, suspended donations to the university following University President Claudine Gay's testimony before Congress.

Len Blavatnik, a billionaire megadonor, suspends donations to Harvard

Billionaire Harvard donor pulls back donations over President's antisemitism remarks

- The Zuckerman Fund suspended donations to Columbia University following statements by university president in congressional hearing, which the fund defined as "antithetical to the University's mission".
- Billionaire Mort Zuckerman Cuts Off Millions in Donations to Columbia, Citing Failure To Respond to Anti-Semitism on Campus
- David Magerman, one of Pennsylvania University's major donors, has halted donations to the University following its response to antisemitism on campus. Instead, he decided to donate $5M to five Israeli universities, for the creation of curricula that will allow English-speaking students to assimilate in Israeli society.

Spurning alma mater UPenn over response to antisemitism, benefactor pivots to Israel

» Resignations following Institutional Support for BDS

- At least 50 professors have resigned from the Professional Staff Congress of the City University of New York (PSC-CUNY) in protest of the union's decision to support the boycott of Israel.
- Exclusive | CUNY professors quit union in protest over anti-Israel screed
- Joseph Edelman, a Brown University trustee since 2019 and CEO of investment company Perceptive Advisors, resigned in protest over the decision to hold a vote on Israel divestment.

Brown University trustee resigns over divestment vote

» Academic Training Against Antisemitism

- The University of California declared a training program for all new faculty members about antisemitism, anti-Zionism, and the consequences of academic boycott of Israel

UC Berkeley to expand antisemitism education to all new students

2.7 A review of active organizations in BDS, specifically in the academic arena

The BDS movement, founded in 2005 by Palestinian civil society organization, has gained substantial attention in university campuses throughout the US and Europe. This Chapter will examine the evolution of their activities in higher education institutions, focusing on the October 2023 turning point. Until that point in time, activity had been characterized by long-term and goal-oriented strategies, yet it later became more immediate, emotional, and intense.

Historic background

The emergence of pro-Palestinian activity on campuses can be dated back to 1960s, alongside the rise of student protest movements against the Vietnam War. Organizations such as Students for Justice in Palestine (SJP), founded in the early 2000s, were a substantial catalyst for increase in activity. The events of October 2023 triggered a change in the patterns of pro-Palestinian activity, and have caused considerable escalation in both scope and impact of BDS activities in academic institutions.

In addition to SJP, other anti-Zionist groups in universities were significant in organizing anti-Israeli protests since October 7, and in calling for encampments on campuses. These include local branches of American Muslims for Palestine (AMP), Dissenters, Jewish Voice for Peace (JVP), Palestine Action, Palestinian Youth Movement (PYM), Party for Socialism and Liberation (PSL), Samidoun, Students for a Democratic Society (SDS), Young Democratic Socialists of America (YDSA), and others[34].

Mapping pro-Palestinian Organizations on Campuses

BDS organizations have established a presence on US campuses, mainly by student-led groups. Data by AMCHA[35] (September 2024) identifies 870 organizations in 328 campuses, of which 691 organizations are active in 277 different campuses. Figure 5 depicts the geographic distribution of US organization; the numbers on the map represent the number of organizations in each state. Columbia University tops the list with 18 active organizations.

---

[34] Campus Antisemitism Surges Amid Encampments and Related Protests at Columbia and Other U.S. Colleges. ADL. April 2024 [source]

[35] AMCHA Initiative | Anti-Zionist campus groups [source]

Figure 5: Geographic Distribution of Anti-Zionist Organizations Active on US Campuses

Anti-Israel groups active on US college and university campuses

State	Count
California	133
New York	127
Massachusetts	54
Illinois	43
Pennsylvania	34
New Jersey	31
Washington D.C.	24
Ohio	24
Virginia	19
Michigan	19
Texas	18
Connecticut	17
Florida	14
Arizona	11
Minnesota	10
Indiana	10
Vermont	9
Maryland	9
Washington	9
Rhode Island	8
Oregon	8
Colorado	8

Source: AMCHA Initiative • Data retrieved in September 2024
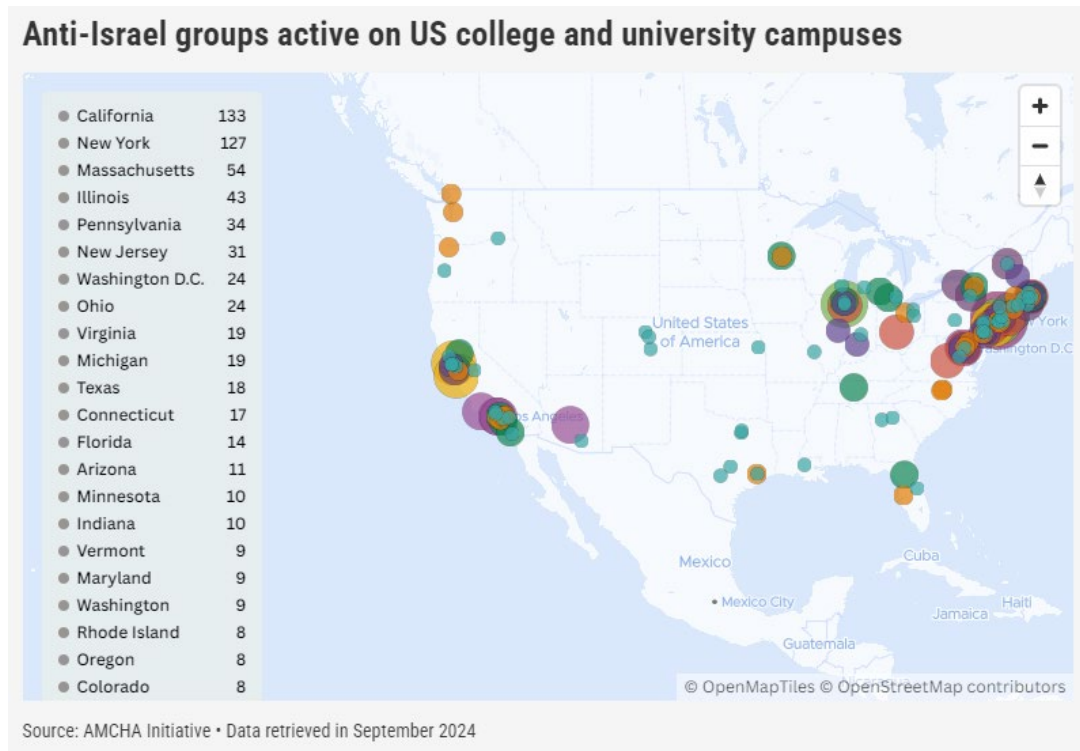
An interactive view of this map is available at Samuel Neaman Institute Website

A September 2024 report[36] published by ADL classified the organizations active on campuses according to the groups specified in Figure 6:

Figure 6: Distribution of Organizations on US Campuses by ADL Classification[36]
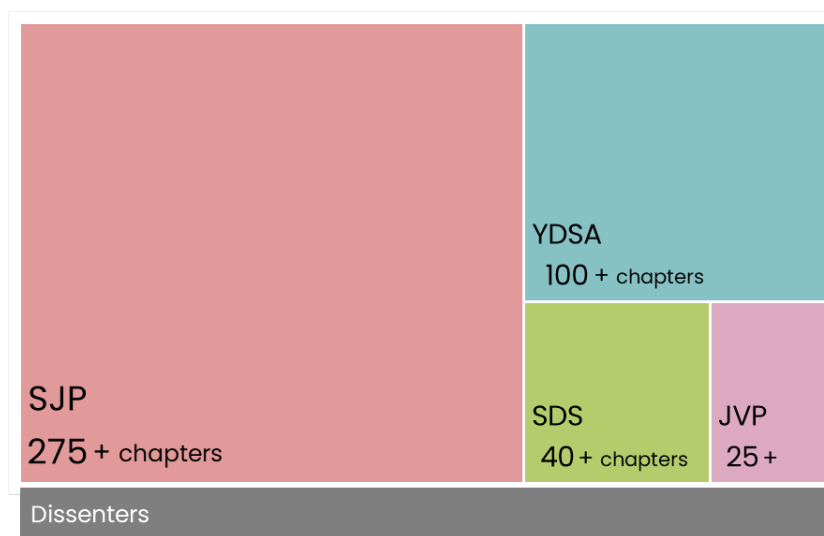
SJP
275 + chapters

YDSA
100 + chapters

SDS
40 + chapters

JVP
25 +

Dissenters

» SJP | Students for Justice in Palestine

SJP is a network of anti-Israel student groups on US university campuses, which justifies terrorist attacks on Israel, and especially the October 7 attack. Organization members engage in antisemitic rhetoric and propaganda, and lead campaigns for boycott, divestment, sanctions, and anti-Israeli protests on campuses. SJP was a key player in organizing student encampments in US universities and colleges in the spring and summer of 2024.

In addition, professors and educators throughout the US have launched the national network Faculty for Justice in Palestine (FJP) in response to Israel's actions following the October 7 terrorist attack, and to issues they claim to have seen on campuses. The network has branches in more than 120 colleges and universities, and attempts to empower activism by anti-Israeli organizations on campuses, and to provide guidance for faculty members and students who feel they were unjustly punished for activism. FJP supports BDS and has assisted in organizing encampments in the spring of 2024.

» JVP | Jewish Voice for Peace

A radical anti-Israeli activistic organization operating on campuses and in other communities. The group's academic branches closely collaborate with SJP in organizing anti-Israeli activity on campuses. JVP supports erasing Zionism and relations with Israel from the lives of Jews worldwide. The group considers Zionism a racist movement and a form of "Jewish supremacy".

» SDS | Students for Democratic Society

Relaunched in 2006 in response to the US invasion of Iraq and Afghanistan, the organization is the successor of the eponymous organization founded in the 1960s, which included prominent Jewish and anti-Zionist groups. SDS members participated in the planning and set up of encampments and other protests. In certain cases where the activity of SJP branches was temporarily banned, SDS functioned as one of the main Palestine solidarity groups on campus.

» YDSA | Young Democratic Socialists of America

YDSA is the youth and student section of the Democratic Socialists of America (DSA). It focuses on establishing the student movement through worker unions, with the Palestinian issue and anti-Israeli activity constituting a central pillar of the group's activity. Campus branches have participated in organizing protests, encampments, and trainings, and have established coalitions with other anti-Israeli groups, and especially with SJP.

» **Dissenters**

The organization defines itself as "a new national movement leading our generation to reclaim our resources from the war industry, reinvest in life-giving services, and repair collaborative relationships with the earth and people around the world". Officially launched in January 2020, it has quickly grown and added new branches across the US.

One of its main campaigns was Divest from Death, calling for universities and colleges to withdraw their investments from companies such as Boeing, Lockheed Martin, Raytheon, and others, because they "fuel violence with billions of dollars of weapons manufacturing to arm violent regimes in the Philippines, in Israel, and to local police departments across the US". The group is a main co-organizer of anti-Israeli events on campuses.

A research[37] published by AMCHA Initiative in September 2024 reports a steep increase in the number of organization like FJP that were founded following the October 7 events in response to calls by the PACBI[38], which is a founding member of the BNC movement[39] and is in charge of overseeing the academic and cultural boycott aspects of BDS. AMCHA's research team reviewed 103 colleges and universities in the US with large populations of Jewish students, and have found that 57 of them had presence of the FJP, which played a significant role in leading the wave of antisemitism in academia. These campuses saw a 7.3-times increase in the probability of physical attacks on Jewish students, and a 3.4-times higher probability of death threats and other violent threats (compared to campuses without FJP presence). Activity of FJP branches is also correlated with continued presence of protests and encampments, and with BDS resolutions being passed on campuses. The researchers wrote: "the rise of FJP chapters represents a dangerous new front in the battle against campus antisemitism. Faculty members, empowered by the BDS movement, are using their academic positions to organize against Israel and promote antisemitism (often disguised as anti-Zionism) on a scale we have never before witnessed."

---

[37] How a Faculty Network Fuels Campus Unrest & Antisemitic Violence. AMCHA Initiative. September 2024 [source]

[38] PACBI: Palestinian Campaign for the Academic and Cultural Boycott of Israel [website]

[39] BNC: BDS National Committee

Figure 7: Activity of FJP Chapters on Select* US Campuses

Source: AMCHA Initiative • Data retrieved in September 2024

* Colleges and universities with the largest populations of Jewish students
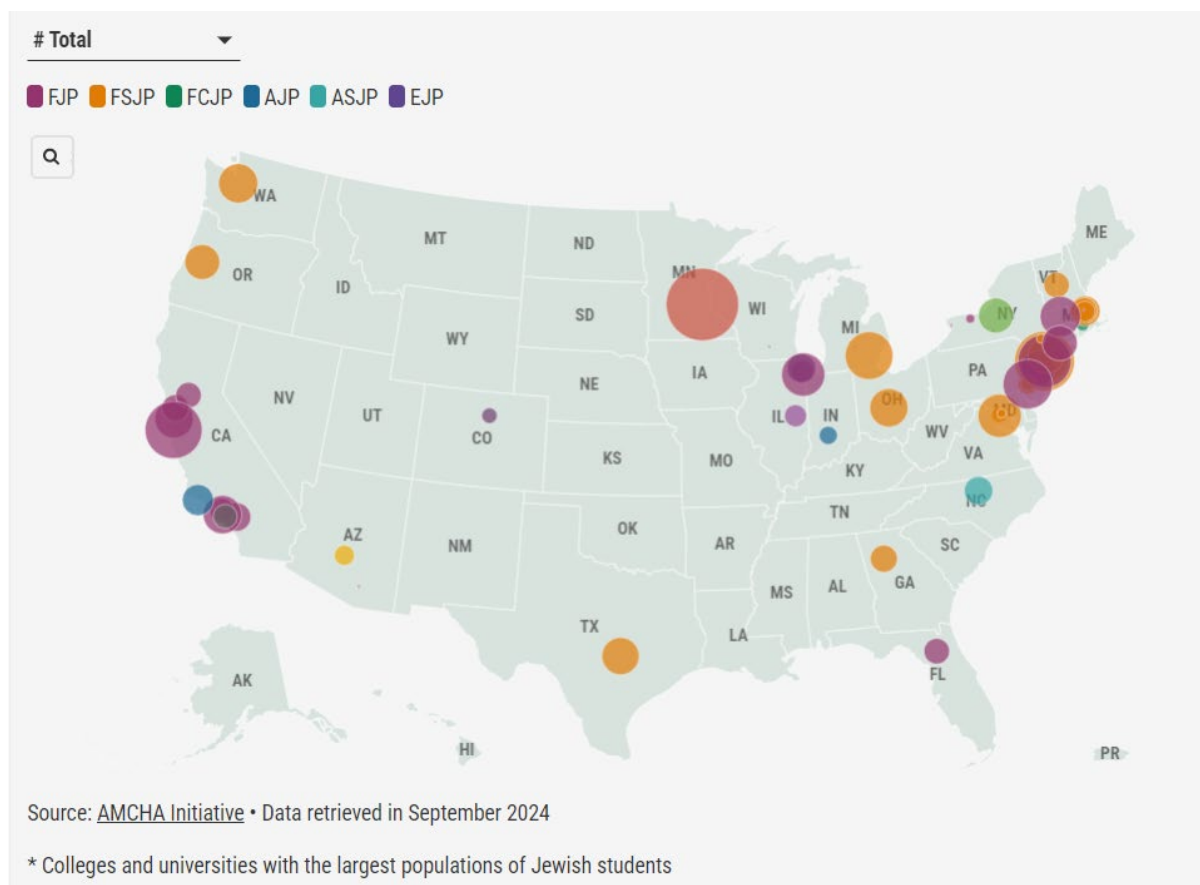
FJP: Faculty for Justice in Palestine [] FSJP: Faculty and Staff for Justice in Palestine [] FCJP: Faculty Coalition for Justice in Palestine [] AJP: Academics for Justice in Palestine || ASJP: Academics and Staff for Justice in Palestine [] EJP: Educators for Justice in Palestine [] FLAGSJP: Faculty, Librarians, Alumni, Graduate Students & Staff for Justice in Palestine

An interactive view of this map is available at Samuel Neaman Institute Website

Campus student cells are connected to the wider Palestinian solidarity movement through various organizations, such as American Muslims for Palestine (AMP), the Council on American-Islamic Relations (CAIR), and Palestine Legal, which provide funding, training, legal aid, and other types of support[40].

Some of the groups use resources of official student bodies, which are usually funded by student fees, in combination with crowd funding. Organizations like YDSA charge member fees and also receive financial support from the parent organization. Some receive external funding from private donors

---

[40] Who is Funding U.S. Anti-Israel Groups?. ADL. September 2024 [source]

and independent funds. According to ADL data[36], in 2023 JVP received $150K from the Rockefeller Brothers Fund, $500K from Lannan Foundation, and $214,060 from Schwab Charitable.

Characteristics and Trends of the New Organizations

An analysis of the new organizations founded after October 2023 indicates several prominent trends and characteristics:

- Focusing on specific issues: unlike the older organizations that engage in a wide variety of concerns, the new organizations tend to focus on specific issues (such as humanitarian aid or academic freedom).
- Organizational diversification: the proliferation of different types of organizations enables them to appeal to a wide variety of audiences, and garner support from different sectors of the academic community.
- Increased use of technology: the new organizations exhibit a more intensive use of digital platforms and social media to promote messages and recruit activists.
- Multidisciplinary approach: a trend of combining academic, political, and media activity, reflecting the increasing complexity of the conflict.
- International networks: an increasing trend of collaboration between organizations from different campuses and different countries, facilitating the exchange of knowledge and strategies.
- Integration with other social movements: pro-Palestinian organizations are increasing their collaboration with other movements such as Black Lives Matter and climate justice movements, thus expanding their support base.
- Pragmatic approach: some of the new organizations, like CIPDF, present a more pragmatic approach that integrates pro-Palestinian positions with attempts for dialogue.

Impacts and Consequences

The emergence of new organizations presents new challenges and possibilities:

- Challenges for academic institutions: institutions are required to cope with new demands and pressures, while maintaining balance and objectivity.
- Impact on public discourse: the new organizations introduce different narratives and points of view to public discourse on campuses.

It is important to note that these developments are part of a complex and ongoing geopolitical situation, and their long-term consequences are not yet fully understood.

Summary

The BDS movement on academic campuses is aggressively operating in hundreds of universities and colleges. It manages to influence resolutions by student bodies against Israel, particularly in cases where their efforts coincide with wider progressive agendas. Growing support for BDS among students indicates that anti-Israel sentiments on campus are apparently influencing voter positions in the younger age groups.[41]

Nonetheless, the ability of the BDS movement to affect policy change towards Israel among the universities' governing bodies is dubitable. When student bodies do manage to pass decisions against Israel, they are often faced with many obstacles by the directors of the academic institutions and with public objections.

---

[41] Oxnevad, I. (2023). The Company They Keep: Organizational and Economic Dynamics of the BDS Movement. National Association of Scholars.

3. Methodology

3.1 The Project Team's Work Method

The research team worked methodically in a structured manner throughout the entire project period. This included regular weekly meetings to discuss progress and plan the next steps. At the end of each meeting, personal tasks were assigned to each team member, to report on their execution in the following meeting. The team cooperated regularly and closely with the Association of University Heads (VERA), The Board of Public Academic Colleges, and other relevant entities. Platforms such as the Academia network and the Bashaar portal were used to disseminate information to academic faculty members. The team also acted to increase public awareness to its activity, in an attempt to increase reports using the reporting form, and to provide updates and recommendations for action and response to academic boycott instances. This was achieved by newspaper publications and articles, participating in podcasts, initiating relationships and partnerships with entities who deal with these issues, and maintaining an active presence in social media.

3.2 Data Collection

In-depth Interviews

As part of data collection, interviews were held with seven international affairs VPs, and four research VPs from various universities. The purpose was to collect data and impressions about the impact of academic boycotts on the university so far.

Among other questions, VPs were asked about the impact of academic boycotts on research, collaboration agreements, student and researcher mobility, and about their projected future impacts. Insights and conclusions from these interviews are presented in the following Findings Chapter.

For the list of interviewed VPs see Article 9.2 in the Appendixes.

Form for Reporting an Academic BDS Incident

Following the interviews with university VPs and based on the accumulated knowledge, the project team developed a form for reporting an academic boycott incident (for the full form see Appendix 9.3)

» **Form Purpose**

Collecting data on incidents of academic boycott over time, to analyze the phenomenon and draw conclusions.

» **Form Construction**

The form was built in the Lime Survey application in Hebrew and English

» **Form Dissemination**

The form was disseminated in several rounds and ways, including through VERA and the Board of Public Academic Colleges, via VPs of international affairs in the universities, the Samuel Neaman Institute website and social media profiles, the Academia and Bashaar networks, platforms of the medical community, newspaper publications, and more.

» **Questionnaire Description**

The questionnaire consisted of four sections:

Reporter details: current academic affiliation (university, college, or other), name of university/college, discipline, academic rank.

Incident details: does the incident pertain to research or to teaching or student activity, what type of research (basic/applied/clinical/other) or activity, event arena and category, country where the incident occurred, institution/organization in which the incident occurred, date on which the event was identified, BDS explicit or implicit, level of impact on promotion or research, is there a specific person that can be identified as the incident leader.

Addressing that incident in particular and BDS incidents in general: was there an independent attempt to address the incident and how, is there expectation of assistance from the institution or any authority and which assistance, any suggestions on how to address academic BDS incidents.

Authorization to transfer the report to a third party for informative purposes and/or to assess the possibility of assistance.

Data from Universities

In parallel to the data collection process at Samuel Neaman Institute, the universities themselves also collected data and transferred it to VERA.

VERA anonymized and transferred this data (some 300 BDS incidents) to Samuel Neaman Institute, and the project team assimilated it into its database, which already contained the reports from the Institute's reporting form.

Note that the universities' data did not completely match the types of data collected by the project team via the reporting forms, and therefore necessitated processes of harmonization (uniformizing names of universities, countries, scientific disciplines, etc.) and of mapping (attributing an arena and category based on incident description, etc.).

The data received from the universities form the lion's share of the database, but it lacks information about issues such as level of impact, suggestions for addressing BDS, and more.

Constructing a Secure Database and Dashboard

The project makes use of advanced systems for the collection, processing, and presentation of data, while adhering to strict information security standards. The dashboard is based on Power-BI and allows analysis and visual presentation of information, assisting in data-based decision making (see Appendix 9.4).

Data Mining in the Digital Space

Our method of data collection is based on a daily-update mechanism, using Google Alerts with key words that were defined by the research team. The collection method included filtering and analyzing varied information sources, including global media outlets, local press, academic journals, blogs, and others[42]. Following a sorting process, including removal of redundancies[43] and irrelevant results, the team recorded 808 publications about BDS written in the past six months (since research started in June 2024) – an average of 135 items per month. Of these, 354 were reports of BDS incidents, which were classified according to the categorization system developed for this research[44]. The team also recorded 137 indications of counteraction against BDS (legal and legislative means, implementation of disciplinary proceedings, inquiries, institutional statements, and more), and 317 various opinion and articles on the issue.

---

[42] Note that the collection process focused on sources that publish mainly in English and Hebrew, which may skew representation in favor of English-speaking countries.

[43] Interesting to note that some redundancies stemmed from differences in the manner of reporting about the same incidents in Jewish and in pro-Palestinian sources.

[44] Data was classified by date, continent, country, academic institution, incident type (protest, encampment, violence, etc).

The following figures depict the classifications of the 354 incidents reported in the examined period[45]. About two thirds of the items reported about BDS incidents that occurred in the US and Canada, and a fifth of the incidents – in Europe (Figure 8).

Figure 8: Geographic Distribution of Items about Academic BDS
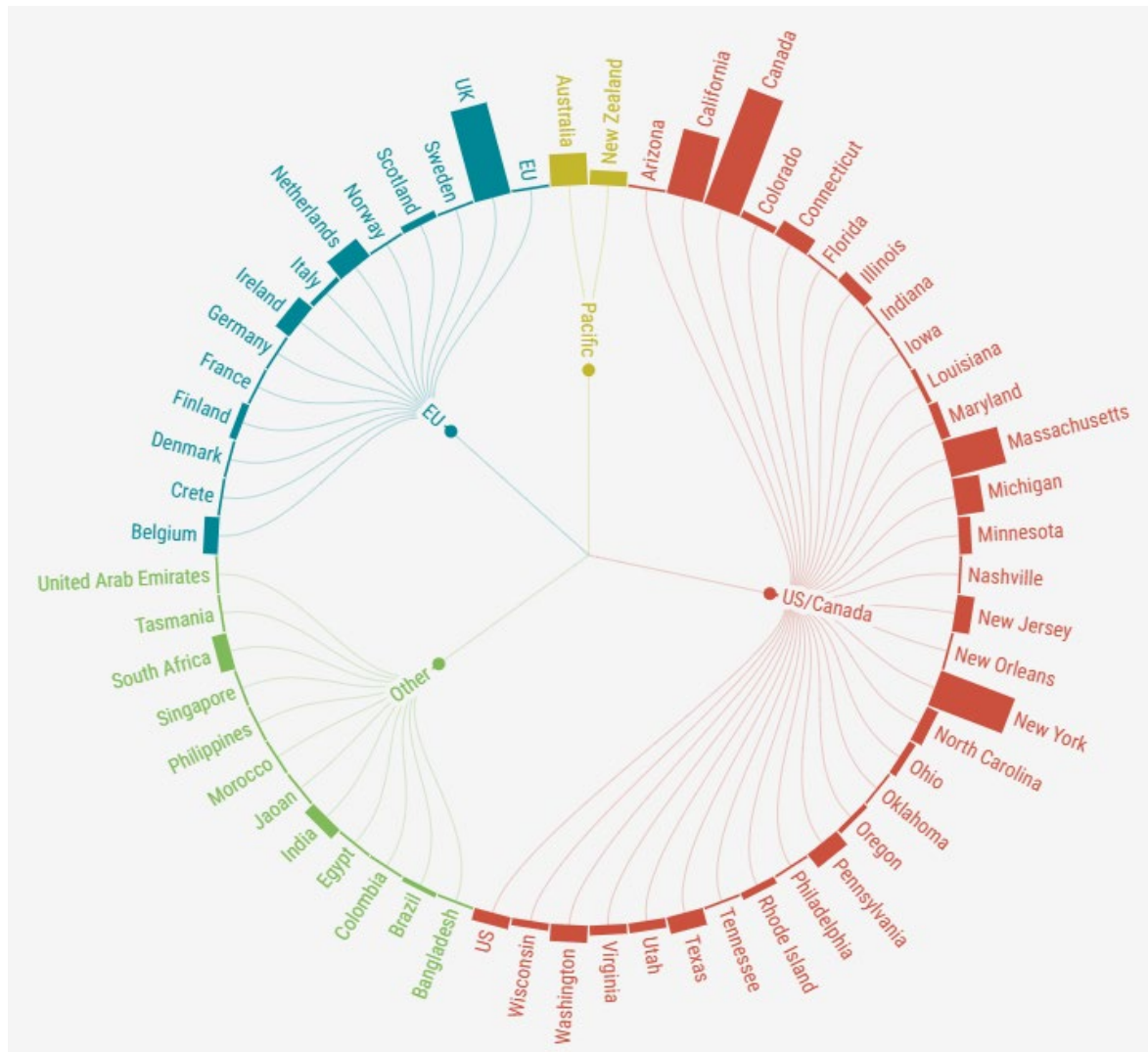
Media coverage of academic BDS incidents reflects a complex social-political arena. 27% of items covered protests on campuses, 23% reported calls and petitions for academic BDS, 11% covered incidents of violence or vandalism, and 10% reported on campus encampments. The following figure shows the distribution of incident types recorded:

---

[45] As on the date of preparing this Chapter – 12/05/2024.

Figure 9: Item Distribution by Incident Type
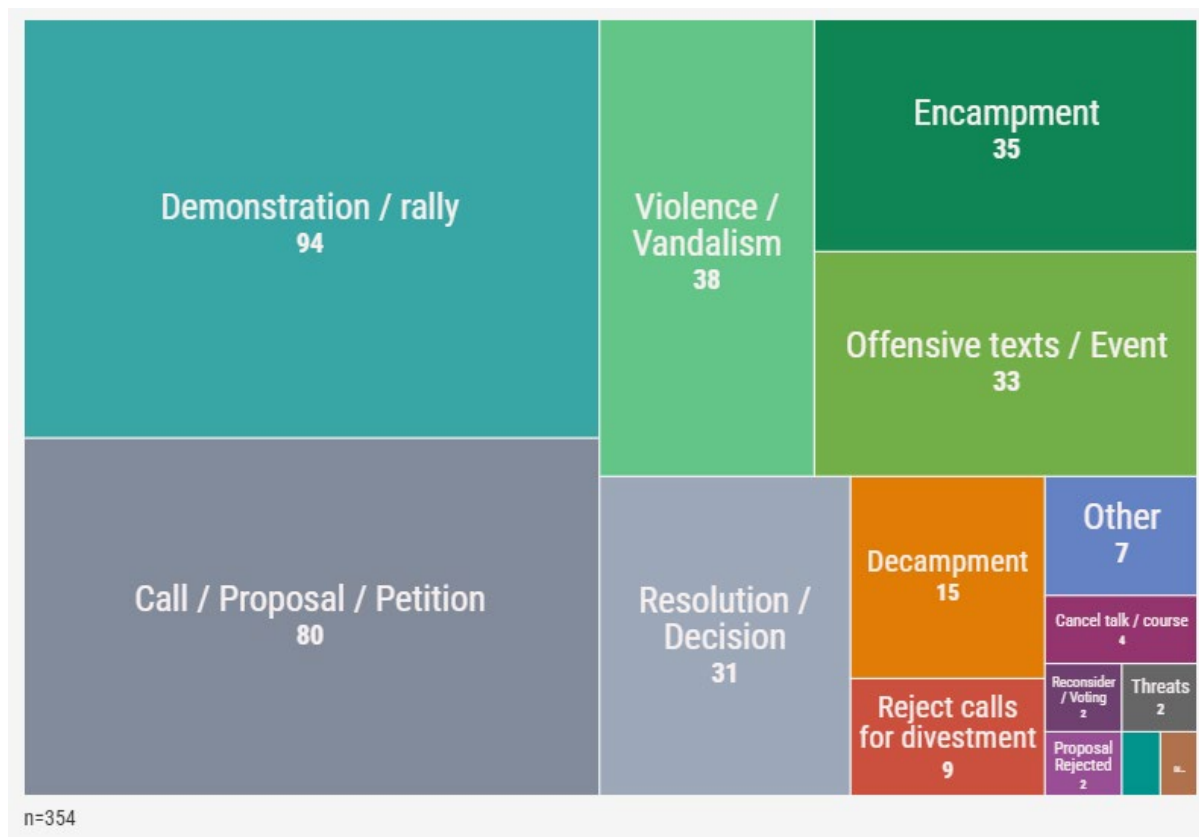
To study the impact of the international attitude towards Israeli academia, a comprehensive follow-up study will be conducted based on advanced data mining and natural language processing (NLP) algorithms. The study will focus on analyzing content from global leading news websites, mapping and analyzing items about the attitude towards Israeli academia. We will use sentiment-analysis tools to characterize the references – positive, negative, or neutral – and to identify main trends like reducing or expanding academic collaboration, calls for BDS or new initiatives to strengthen relations. The study term will stretch over a long period of time, from several years before the Sword of Iron War to the end of the study term. This will allow us to analyze changes in the image of Israeli academia over time, while examining the direct and indirect impacts of national-security events on the public and political discourse.

Collaborating with Similarly Concerned Organizations and Drawing Data from them

The process of mapping and collaborating with organizations that address the academic BDS issue was a central axis in the research methodology. The research team has developed an investigation strategy to identify bodies with direct and indirect interest in the issue, focusing on those with in-depth

knowledge, accessibility to unique information, and willingness to collaborate. The identification process included combing through databases, analyzing professional publications, and consulting with experts in the field, to create a list of relevant organizations that reflect a variety of viewpoints and layers of the issue.

Once the organizations were identified, an engagement strategy was established to optimally utilize existing organizational knowledge. The team developed a collaboration proposal that emphasizes the value of collaborative research, while ensuring complete transparency and protection for the interests of all involved parties. Personal inquiries were sent to officials in the relevant organizations, presenting the research goals and the potential for mutual benefit by promoting them.

The talks that were conducted with the organization representatives who responded were instrumental in deepening our research understanding. Out of all inquiries, 16 organizations expressed their willingness to collaborate. The list of organizations is available in the following figure (Figure 10). Talks concentrated on exposing unique insight, statistical data, and unique case studies. Representatives of these organizations shared information about BDS impacts, coping strategies, and legal and social aspects they have established in their work on the issue. Each interview was recorded and transcribed, with the interviewees' consent and in keeping with the rules of research ethics. Applied tools introduced during the talks and select data collected in the organization mapping process were published on the Scholar Shield webpage on the Samuel Neaman Institute website[46].

Figure 10: Organizations with which Research Interviews were Held

---
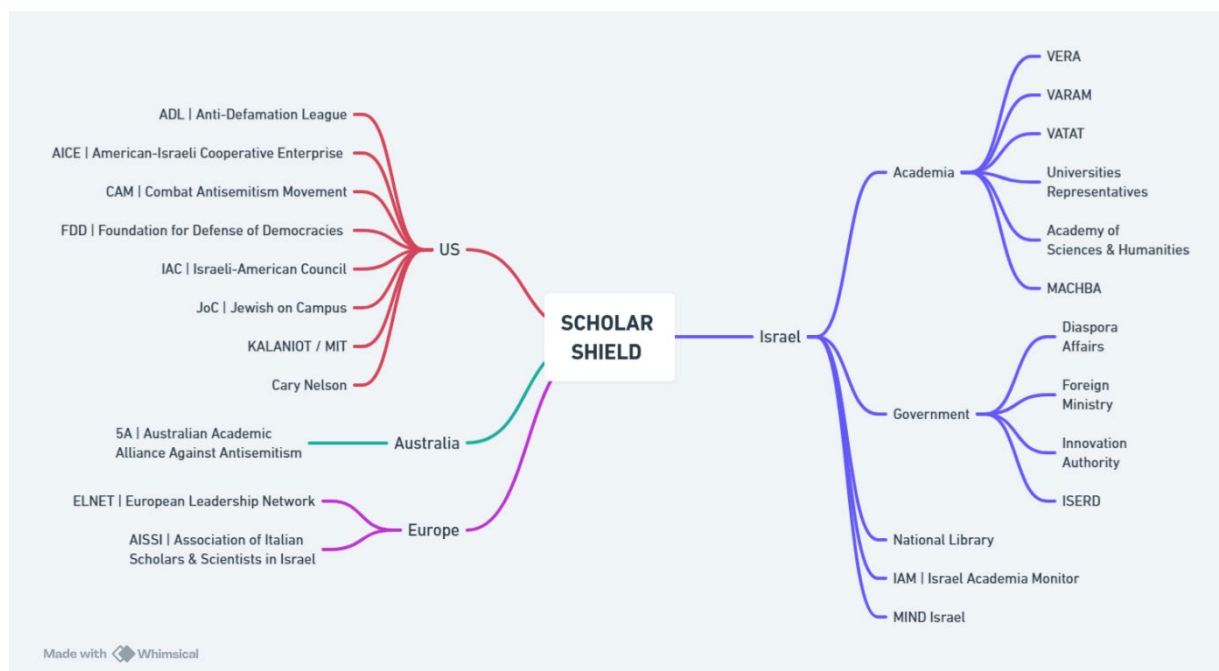
[46] Scholar Shield | Samuel Neaman Institute website (link)

3.3 Research Methods

Descriptive Statistics

The data collected using the form for reporting academic BDS incidents is kept in a secure database and presented in a designated dashboard on the Samuel Neaman Institute website The dashboard is available on the project webpage:

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

The characteristics of reporters, academic BDS incidents, and their impact, were described using descriptive statistics as presented in Article 4 below.

4. Findings

4.1 Findings from Interviews with International Affairs and Research VPs in Universities

Findings from Interviews with International Affairs VPs

» International Collaboration Agreements

Some VPs reported the suspension or cancellation of collaboration agreements. For instance:

- Ghent University (Belgium) suspended collaborative programs with a faculty of law in one Israeli university
- Antwerp University (Belgium) cancelled Erasmus agreements in legal departments and in other disciplines
- Oslo Metropolitan University and Norwegian University of Science and Technology (Norway) suspended student exchange programs
- Autònoma University in Barcelona (Spain) cancelled its participation in two Horizon programs
- Concordia University (Canada) reduced collaborations due to student pressure

Simultaneously, there was an opposite trend of efforts to conserve and expand collaborations. These included:

- Institutions in Germany and the US (including universities like MIT and Cincinnati) contacted Israeli institutions to renew relations
- One university reported official visits by delegations from elite universities (such as Harvard, Yale, and Princeton), which led to new collaborations

The VPs also reported knowledge of certain personal and implicit boycotts, which include expulsion of Israeli researchers from research groups or professional associations, foreign researchers pulling out of research groups that include Israeli researchers, and even foreign colleagues not answering inquiries.

» International Students and Exchange Programs

Most universities reported a decrease in participation by international students:

- In one university's Study Abroad program, the number of students decreased from 300-400 on a regular year to only 10 in the 2024-2025 academic year.
- In another university, about 80% of international students switched to hybrid learning after October 7 2023.
- In yet another university's student exchange program, enrollment decreased to only 15 in the 2024-2025 academic year.

This decrease was much less dramatic in students from countries such as India and China, or from African countries:

- One university reported that about 2/3 of its international students stayed despite the situation, particularly students from India, China, and Africa.
- In another university, 90% of postdoctoral students from India left in the beginning of the war but have since returned.

Some VPs reported that the institutions are trying to adapt to limitations by offering online learning for international students.

» Concerns about International Travel

- The universities reported a certain decrease in demand for conference participation due to concerns about anti-Israeli and antisemitic incidents. However, VPs of international affairs did not report specific incidents, save for one researcher who participated in a conference in Madrid, met with violent protest, and had to leave accompanied by security.
- Institutions offer workshops for faculty members in preparation of travel, as well as documents with guidelines for coping with incidents abroad.

» Visiting Researchers and Doctoral Students

- Universities reported a certain downward trend in the number of visiting researchers. In one university, the number of postdoctoral students decreased from 380 to 350 in the 2023-2024 academic year, and a 30% decrease was recorded in enrollment for advanced degrees and postdoctoral studies for the 2024-2025 academic year. Another university reported a decrease of 20%-30% among international doctoral students and faculty.

- University VPs expressed concern that the decrease in the number of doctoral and postdoctoral students will have a long-term impact on research activity.

- Some universities are acting to establish designated summer programs for hosting foreign researchers.

» Strategies for Addressing Academic BDS

- **Legal action**: most universities had contacted the institutions that have suspended agreements, in an effort to renew collaboration. For example, in Antwerp University talks were held with a new rector who led a change in the university's attitude.

- **New programs**: universities are trying to address the decrease in student and faculty mobility by offering new programs. For example:

  - "First Year in English" – one university is offering a program intended to draw foreign students and incorporate Hebrew learning in the following years.

  - Initiatives for sending faculty members on sabbaticals abroad as part of their assimilation grants.

- **Emphasis on national collaboration and branding**: initiatives like the creation of a national forum are meant to improve the international branding of Israeli academia.

One university stated that there is no need for a comprehensive strategy for addressing BDS incidents, but only for incident-specific, localized responses.

- Issues Common to all Universities

  1. Significant decrease in student exchange and study abroad programs
  2. Growing concern about foreign travel among faculty
  3. Institutional support for conserving international collaborations, despite difficulties
  4. Legal actions to reinstate collaborations and to prevent expulsion of Israeli researchers from research groups
  5. Efforts to collect data and gain strategic understanding of overall impact

Findings from Interviews with Research VPs

» Research Collaborations

- Most institutions did not yet identify downward trends in the rates of research grants secured or international award nominations.

- Foundations such as the ERC have remained stable in their rates of accepting research proposals (aggregately for all universities).

- The termination of international collaborations in research (e.g. with Ghent University in Belgium) had only a minor financial impact on Israeli academia as a whole. In some cases, the universities managed to rebuff BDS attempts.

- The universities reported a decrease in projects related to international consortia (through Horizon, COST, and Erasmus). One example was a consortium on capacity building that was dismantled due to objections by foreign institutions to include Israeli partners. The decrease has an immediate impact mainly on universities like the Open University, whose main purview is teaching.

» Foreign Fellows and Visiting Faculty

- Some institutions recorded a decrease in the number of fellows and visiting professors, mainly due to security concerns and not necessarily due to pressure by the BDS movement. For instance:

  - The Israel Institute of Technology reported 30 trips as part of its collaboration with the EuroTech University Alliance, but the frequency of arrivals by foreign partners to Israel remained low.

  - The Open University reported that research labs in the UK and the Netherlands have reduced collaborations. These universities sense hesitations about continuing collaboration due to concerns about the security situation and international image.

» Responses to and Strategies of Addressing Academic BDS

- Efforts are made to conserve collaborations using academic diplomacy and legal frameworks.

Summary of Main Findings from Interviews with International Affairs and Research VPs in Universities

Figure 11: Summary of Academic BDS Impact on Israeli Universities following October 7, according to International Affairs VPs

Policy Activities

Activities aimed at influencing policies that encourage and enable international collaborations.

Research Impacts

No significant increase in the frequency of presenting research findings at international conferences.

A slight improvement in collaborations between researchers.

Strategic Data Collection

Initiatives to collect relevant data to enhance and refine strategic planning.

Mobility

Increased mobility of researchers participating in international activities over time.

Institutional Support

Institutional efforts to facilitate participation in international collaborations for researchers.

Administrative Contributions

Improved contribution of administrative staff regarding international collaborations.

4.2 Findings from Form for Reporting an Academic BDS Incident

As on December 2024, the database included 332 reports of BDS.

The following articles present the distribution of reporter details in the database, and the reports received.

Reporter Details

» **Academic Affiliation and Rank**

Most reports (298, 90%) are from universities. There are 17 reports from Israeli colleges and 11 reports from foreign universities or colleges (doctoral or postdoctoral students). The remainder are from research institutes and hospitals.

Of the universities, most reports originate from Tel Aviv University (127), followed by the Hebrew University (62). The other universities contributed 10 to 22 reports each.

The differences stem mostly from the willingness of faculty members in the various universities to report BDS incidents, and does not necessarily indicate that some universities experience significantly more BDS incidents than others.

Figure 12: Reports of BDS Incidents by University (N=296)
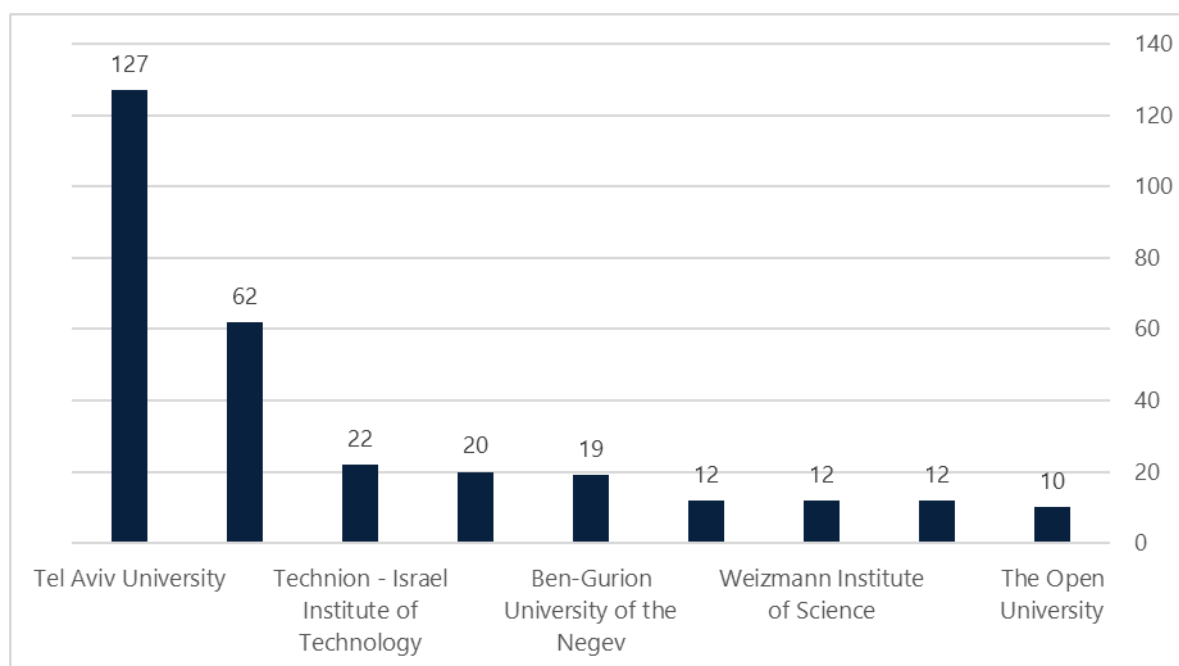

College reports came from the following institutions: Shenkar College of Engineering, Design and Art (3 reports), College of Management Academic Studies (2 reports), Kinneret College (2 reports), Sapir Academic College (2 reports), Tel Hai College (2 reports), Yezreel Valley College (1 report), Kibbutzim College (1 report), Afeka College (1 report), Braude College of Engineering (1 report), Levinsky-Wingate Academic College (1 report), Rupin Academic Center (1 report).

Of the 86 individuals who have indicated their academic rank in the reporting form, 63 were faculty members (73%). 9 of them (10%) are research students (doctoral and postdoctoral), and 4 (5%) are undergraduates. 9 additional reporters (10%) are of another academic rank, retired, or external lecturers.

» Academic Discipline

Most reports in the database came from the humanities (about 20% of all reports that include this data item), and social sciences (about 17%). The following figure shows the distribution of BDS incidents in the database by academic discipline:

Figure 13: Reports of BDS Incidents by Academic Discipline (N=259)
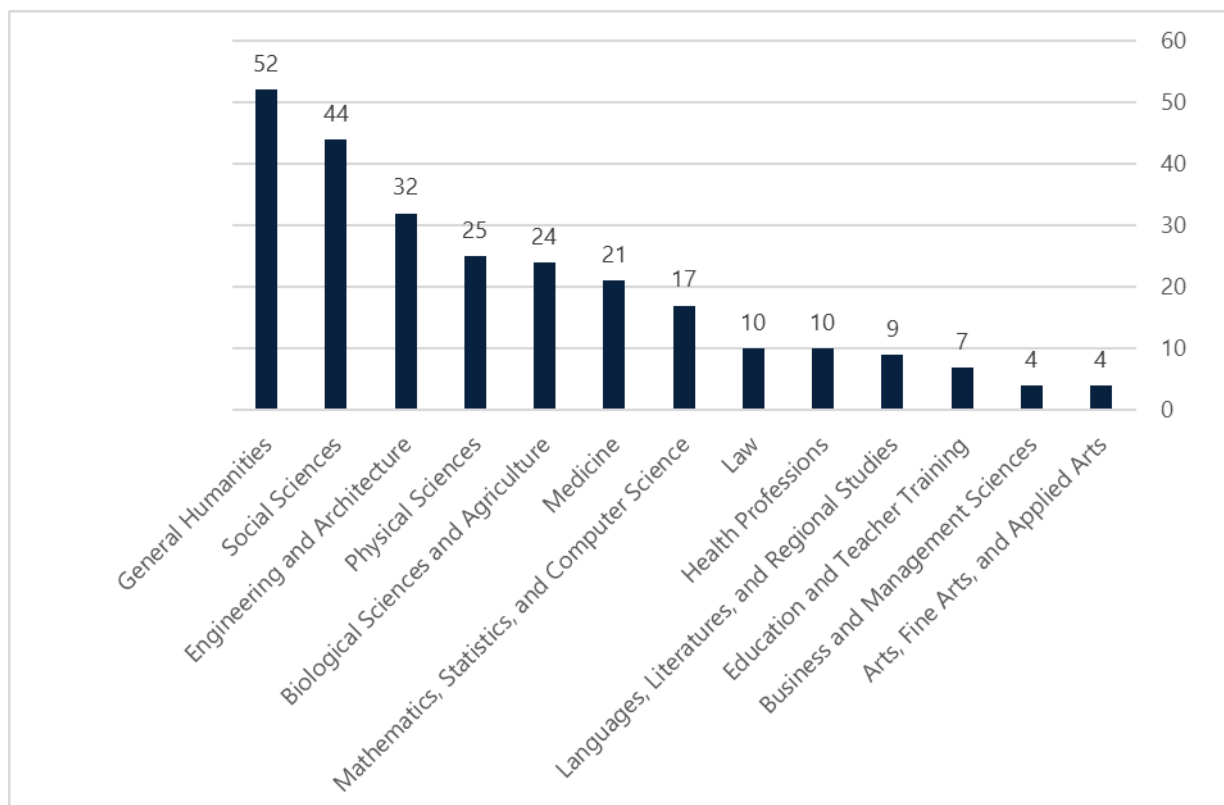
Level of Impact on Promotion or Research

54% of those who indicated the level of impact on promotion or research in their academic BDS incident report (86 reports) reported no impact or only a minor impact. The rest reported moderate impact (17%), significant impact (23%), and even highly significant impact (6%). The following figure presents the reports by impact level:

Figure 14: BDS Incident Reports by Level of Impact on Academic Promotion or Research, in absolute values and percentages (N=86)
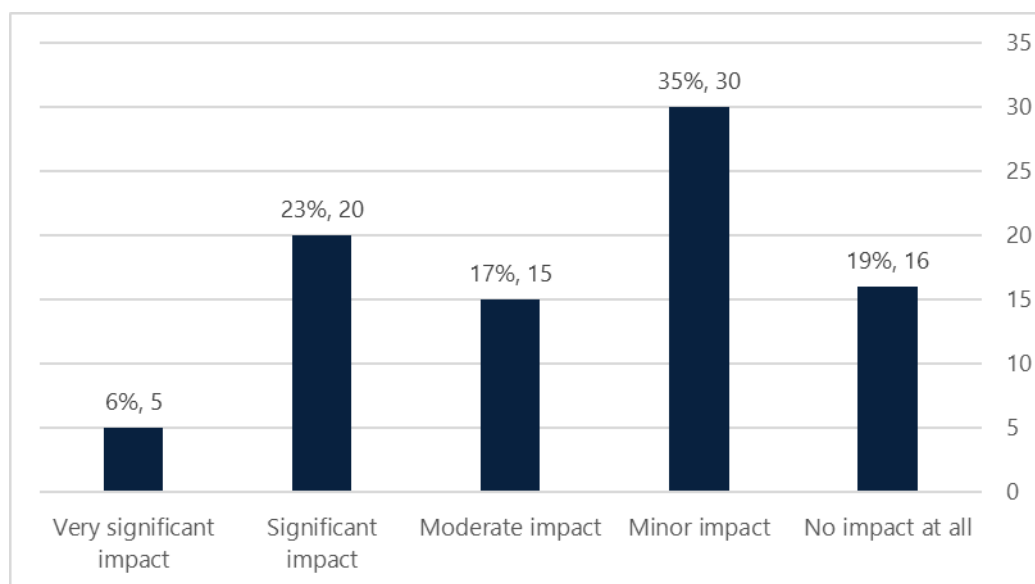
Incident Details

» Is the incident related to research or teaching?

Out of the 187 individuals who answered this question, 138 (74%) reported that the BDS incident is related to research, and 49 (26%) reported that the incident is related to teaching or student activity.

47 individuals reported the type of research: 23 (49%) reported that the BDS incident was related to basic research, 20 (43%) reported that it related to applied research, and 4 (9%) reported that it related to clinical research.

Incident Arena and Category

Approx. 61% of reports about BDS incidents occurred in three main arenas: research relationships and collaborations (25% of reports), academic publications and articles (23% of reports), and conferences (conventions, symposiums, seminars, etc.; 13% of reports).

Other arenas reported: lectures and academic events, grant/research fund, university/campus event, opinions and evaluations, mobility, academic collaboration agreements between universities, and offensive email/post.

Figure 15: BDS Incident Reports by Incident Arena, in absolute values and percentages (N=313)
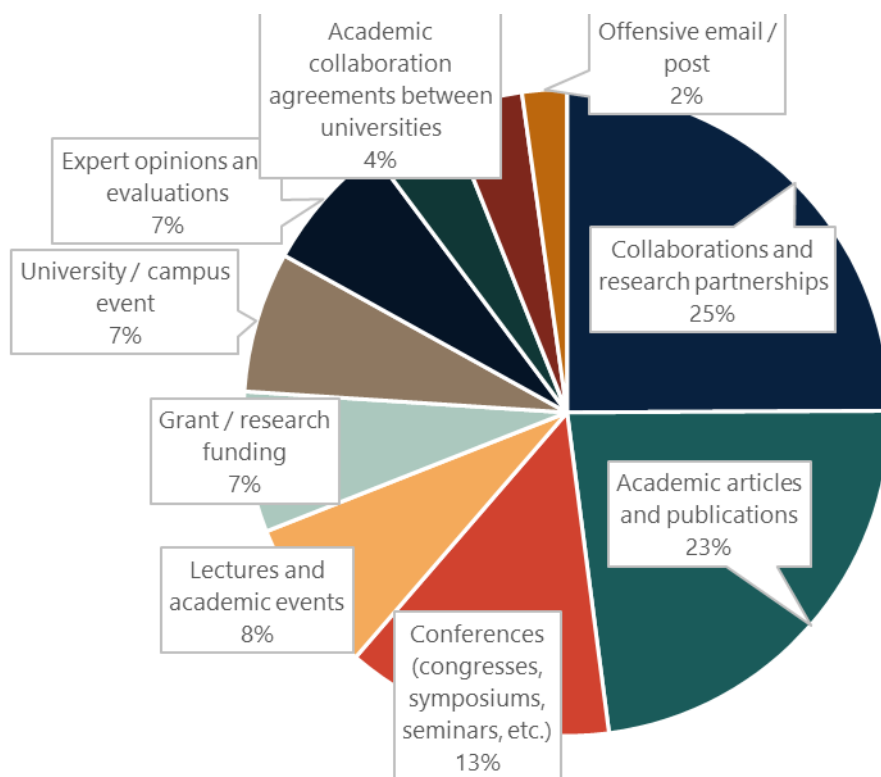
Within the arena of research relationships and collaborations, three main categories were reported: suspension or delay of academic collaboration agreements between universities (27%), cutting research ties (39%), and refusal of collaborative research proposals (18%) (number of reports: 62).

Within the arena of academic publications and articles, 80% of reports fell under the category of not accepting/rejecting publications. 8% are reports of failure to provide feedback on articles, and 6% are of ceasing communications about articles (number of reports: 66).

73% of reports within the conferences arena are incidents of cancellation/prevention of participation, 11% are incidents of not accepting proposals for conferences, 8% are reports of refusal to visit Israel, and 8% are reports about failure to give credit (number of reports: 37).

The following figures present the distribution of main categories within the three main arenas reported.

Figure 16: BDS Incident Reports in the Arena of Research Relationships and Collaborations by Main Categories, in percentages of category
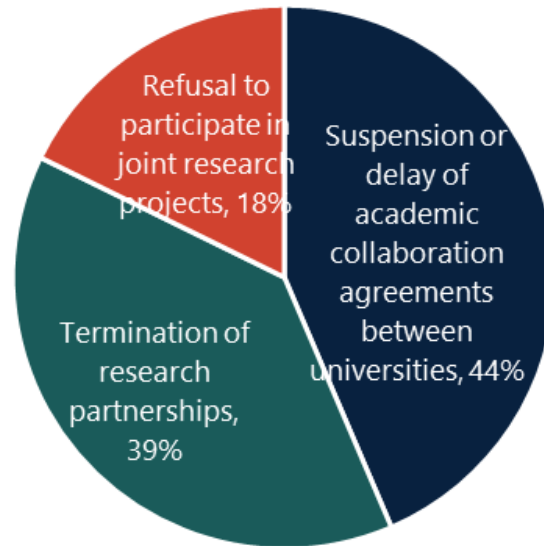
N=62

Figure 17: BDS Incident Reports in the Arena of Academic Publications and Articles by Main Categories, in percentages of category
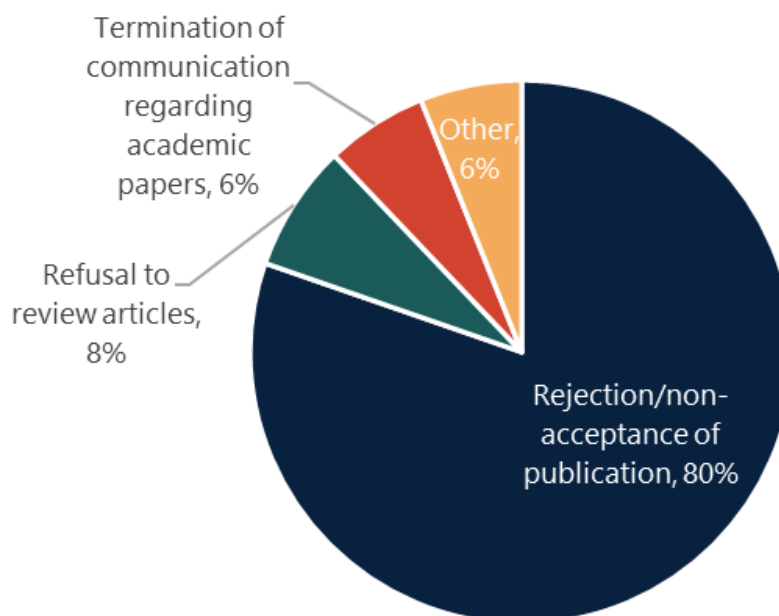
N=66

Figure 18: BDS Incident Reports in the Arena of Conferences by Main Categories, in percentages of category
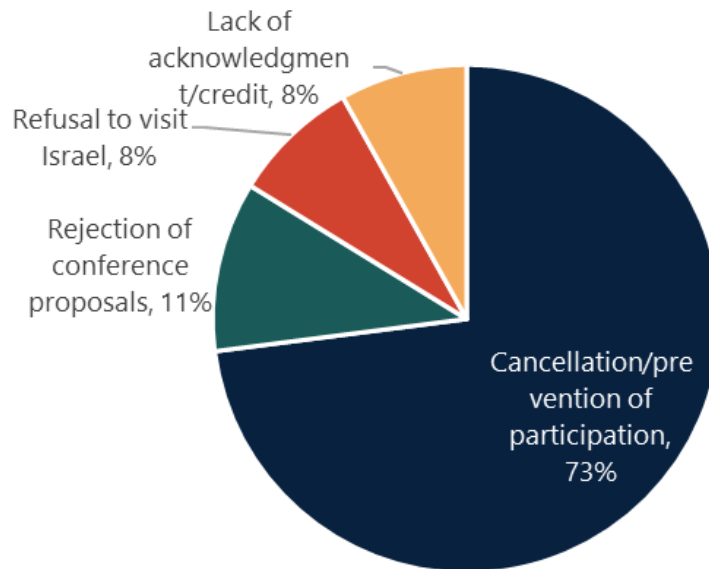
N=37

There are differences in incident arenas between reporters from different scientific disciplines. The following figure illustrates, for example, that social sciences have the highest rate of reports on BDS incidents related to research relationships and collaborations, while engineering and architecture have the highest rate of reports on incidents related to academic publications and articles. Physical sciences have the highest rate of reports related to grants and research funds. Note that the absolute number of reports is small, and therefore this stage only includes a description of the data and not statistical conclusions.

Figure 19: Academic BDS Incident Reports by Disciplines and Arenas out of All Reporters

| | N=18 | N=25 | N=27 | N=37 | N=42 |
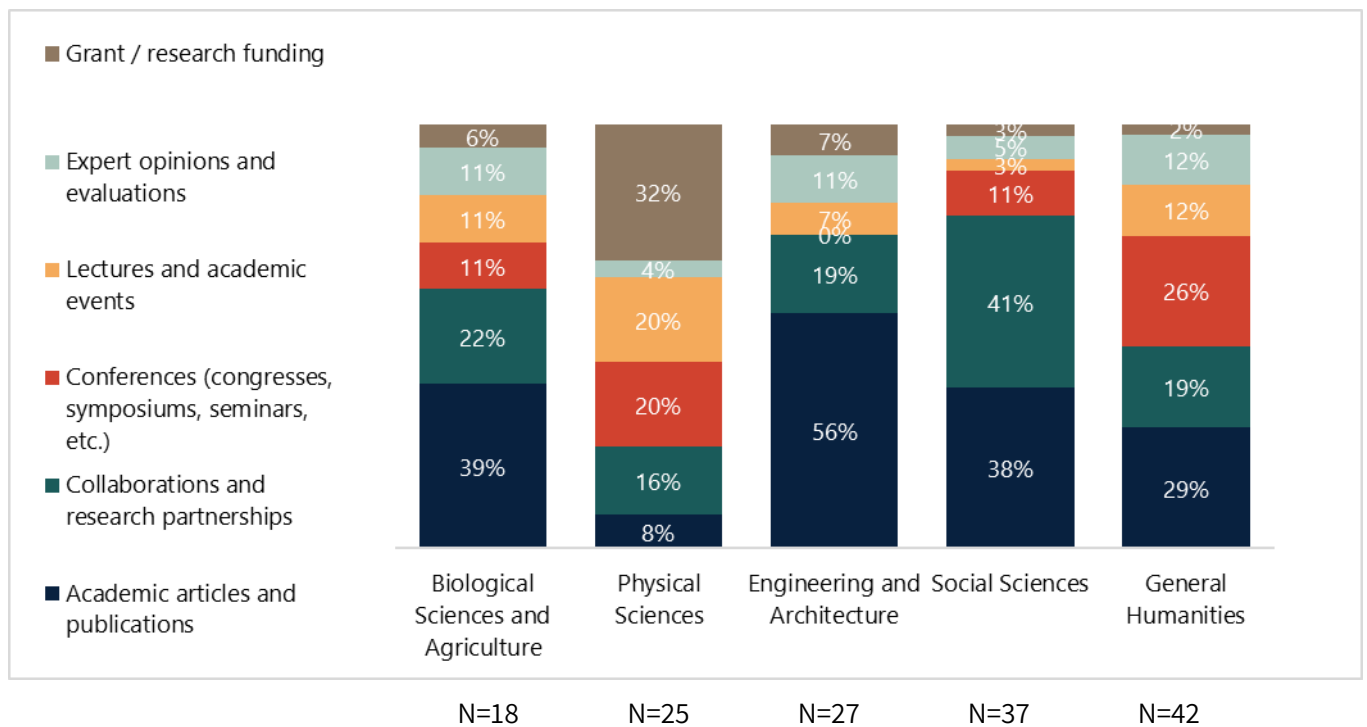
Incident Continent and Country

» **Incidents by Continents**

Most reports about BDS incidents took place in Europe (68% of reports) and North America (22% of reports). 10% of reports occurred in other continents.

Figure 20: Academic BDS Incident Reports by Continents in absolute values and percentages
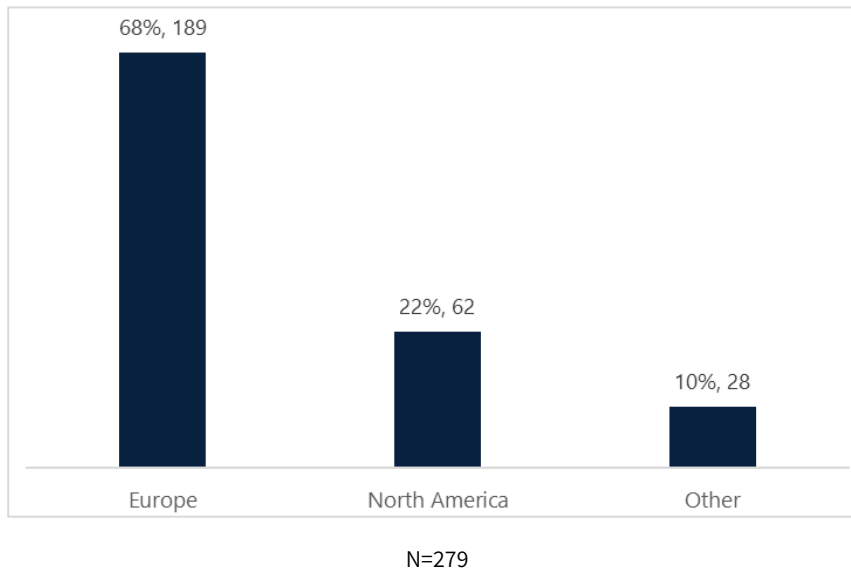
N=279

The following figure shows reports about academic BDS incidents by continents and countries:

Figure 21: Academic BDS Incident Reports by Continents and Main Countries[47] (N=279)

---
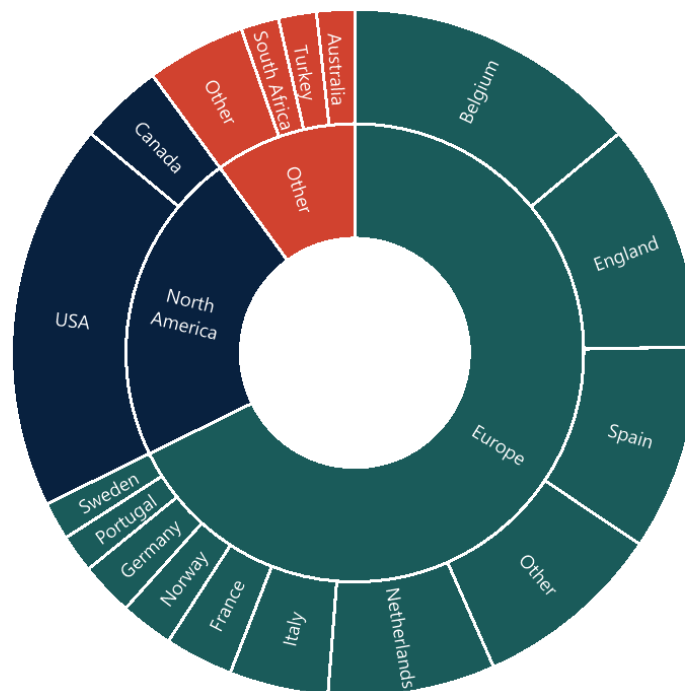
[47] Europe other: Slovenia (4), Czech Republic (3), Austria (3), Ireland (3), Denmark (2), Switzerland (2), Scotland (2), Finland (2), Greece (1), Poland (1).

Other continents other: Mexico (2), Hong Kong (2), Chile (2), China (1), South Korea (1), Singapore (1), Saudi Arabia (1), Morocco (1), Japan (1).

There are differences between BDS incident arenas reported in North America and those reported in Europe. Academic BDS incidents in Europe were mostly in the arenas of research relationships and collaborations (38%) and conferences (20%). Academic BDS incidents in North America were mainly in the arenas of academic publications and articles (34%) and research collaborations (26%). Incidents on campus (such as protests or violence) were only reported in North America, while incidents related to conferences of all types were reported only in Europe. The following figures show the five arenas indicated in most academic BDS reports, by continent:

Figure 22: Five Arenas with Most Reports of Academic BDS by Continent, in percentages, out of all reporters about BDS incident in the continent

Europe, N=139

North America, N=50
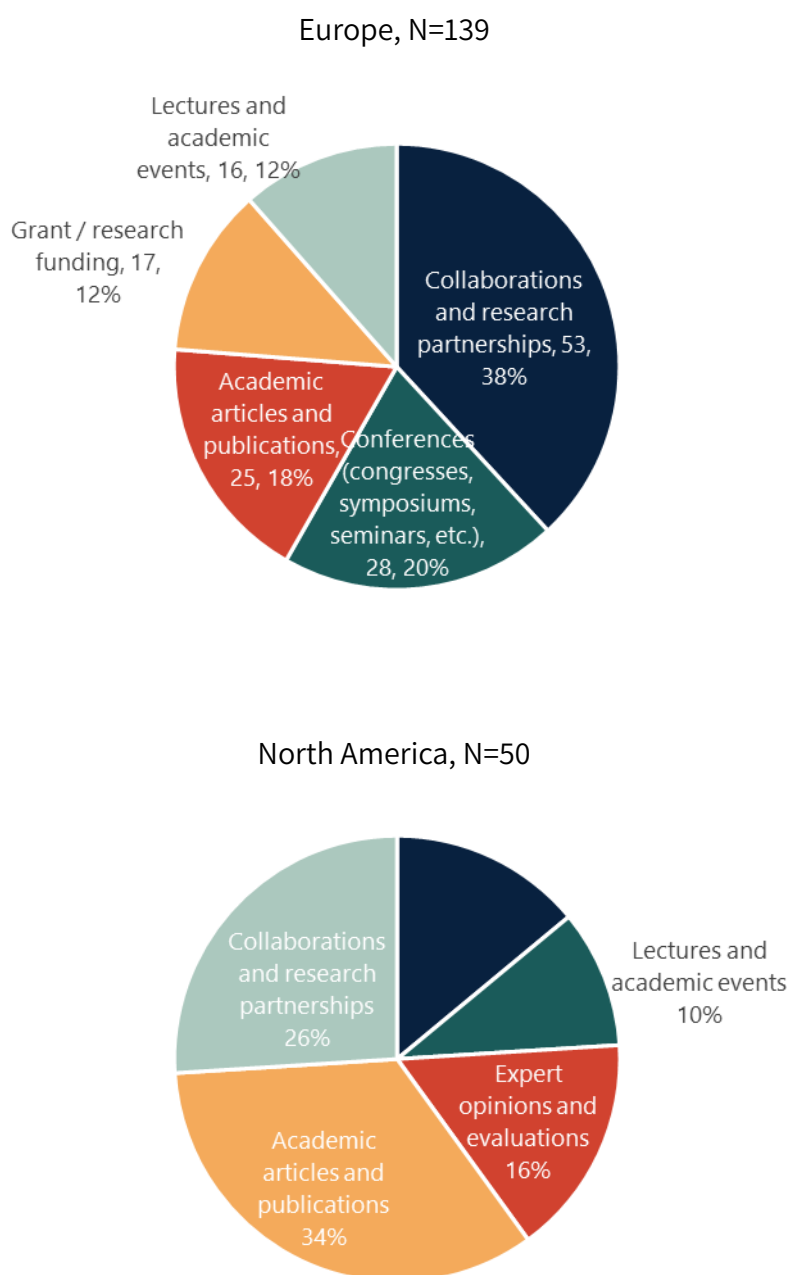
Explicit and Implicit BDS

86 of the reporters (%) indicated whether the incident constitutes implicit BDS (not explicitly said or written that the reported incident was due to the researcher being affiliated with Israel) or explicit BDS (explicitly said or written that the reported incident was due to the researcher being affiliated with Israel). Out of these, about 56% (48 incidents) were implicit, and 44% (38 incidents) were explicit.

Figure 23: Academic BDS Incident Reports by Implicit and Explicit BDS in absolute values and percentages (N=86)
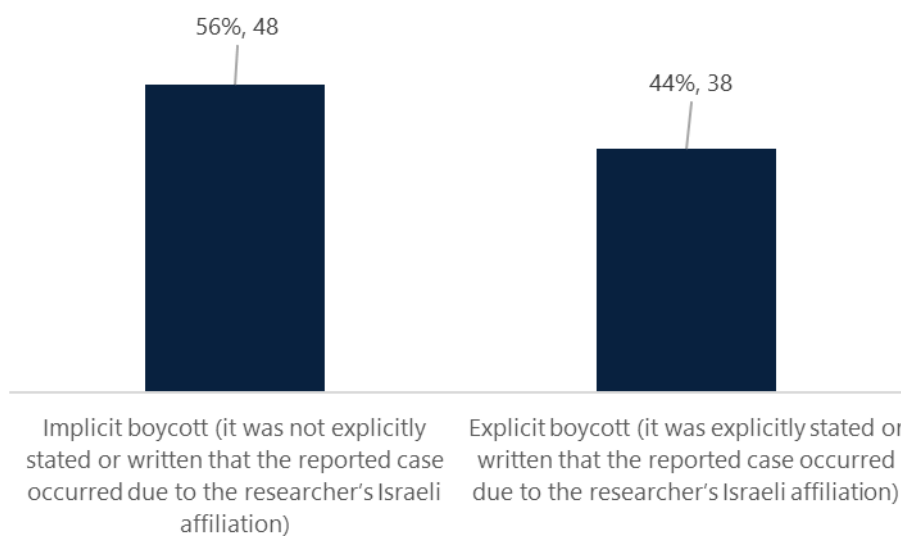
Most cases of implicit BDS pertained to academic publications and articles. Instances of explicit BDS were distributed among different arenas, as shown in the following figure:

Figure 24: Academic BDS Incident Reports by Implicit and Explicit BDS and Main Arenas (N=86)

4.2.1 BDS Leaders

80 individuals reported whether the BDS incident they encountered was organized by a specific person or not. 44% of responders replied that the BDS incident had a specific organizer, such as an editor, researcher, organization member, or official. This information may be significant for choosing a coping strategy with the BDS incident.

Figure 25: Academic BDS Incident Reports by Incidents where Specific Leaders can be Identified and Incidents where Leaders Cannot be Identified, in absolute values and percentages (N=80)
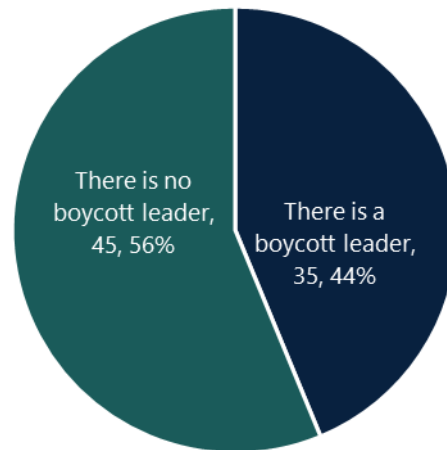
Suggestions for Addressing BDS Incidents

» **Reports of Independently Addressing Incidents**

Reporters were asked to specify whether they attempted to address the incident, and how. This question yielded a list of 65 independent attempts to address BDS incidents. Here are the main actions taken by researchers in each of the categories:

Academic Publications and Articles

▪ Main Actions:

▫ Contacting journal editors to apply for an appeal or explanation

▫ Sending letters to the publisher in an attempt to convince or protest

▫ Suggesting alternative (non-Israeli) arbitrators

▫ Applying to other journals after rejection

▪ Examples:

▫ "I contacted the editor again and asked for an explanation, but she refused to explain it to me."

- □ "I sent a letter to the editor and the publisher... presenting the unjustness of rejecting the article."

- □ "I tried contacting equivalent journals with similar research fields. The result was the same."

Research Relationships and Collaborations

- ▪ Main Actions:

  - □ Attempts to individually contact researchers or research partners to change their minds

  - □ Protesting via direct correspondence or letters

  - □ Ceasing collaboration with entities that required discriminating terms

- ▪ Examples:

  - □ "I wrote a protest letter to a research partner, asking him to reexamine the policy."

  - □ "I tried to convince my partner to fight against university policy."

Conferences (Conventions, symposiums, Seminars, etc.)

- ▪ Main Actions:

  - □ Sending letters to conference organizers in an attempt to change their decisions

  - □ Expressing objection to being prevented from participating in a conference

- ▪ Examples:

  - □ "I spoke to the professor, who initially announced that only a part of the visit will be cancelled, but in the end even that part was not authorized."

  - □ "I sent a wide-distribution email firmly opposing academic BDS."

Offensive Emails and Posts

- ▪ Main Actions:

  - □ Attempts to politely and respectfully reply to offenders

  - □ Writing replies intended to explain the situation and reduce hostility

- ▪ Examples:

  - □ "I replied to them politely, adding some facts about the situation in Israel."

  - □ "I wrote a reply email, explaining about the situation in Israel and the impact of their decisions."

National-level Comprehensive BDS

▪ Main Actions:

  □ Official protest letters by academic management

  □ Emphasizing impact on academic freedom

Summary of Main Trends in Independent Actions

1. **Direct protest**: most reporting researchers attempted to contact the entities involved directly (editors, organizers, or colleagues)
2. **Institutional involvement**: there were sometimes attempts to involve institutional elements like presidents or deans.
3. **Using alternate channels**: applying to other journals or conferences in response to discrimination
4. **Private vs. public action**: some researchers chose to express personal protest, while others chose the public route (e.g. wide-distribution letters)

Suggestions for Addressing Academic BDS Incidents

Report form responders were asked to offer suggestions for addressing incidents of academic BDS. The following is a summary of their suggestions:

Table 7: Summary of Suggestions for Addressing BDS from BDS Incident Report Form (N=25)

Category	Suggestion from Report Form
Strengthening collaborations and relationships	Strengthening relationships with existing supporters and investing in them instead of wasting time on opposers
	Participation in institutions or events that boycott Israel, to influence from the inside and support existing relationships
	Adopting international collaborative models, like CERN, which combine competition and collaborative work
Public advocacy and message dissemination	- Emphasizing the value of Israeli academia as a center of knowledge and innovation - Applying to opinion leaders in world academic institutions, presenting the Israeli viewpoint

Category	Suggestion from Report Form
	Emphasizing the adverse impact of BDS on world academia, and its negative aspects
	Producing educational content that encourages a complex view and an understanding of academia as an independent and non-political arena
	Launching a website that specifies the names of boycotters, to increase awareness and generate opposing pressure
Action against boycotters	Using shaming on various stages or in the media, to denounce boycotters
	Submitting complaints to senior directors about BDS-related incidents
Inner-academia support	Adapting the academic criteria for excellence to the complicated political reality, to cope with difficulty in publishing
	Promoting internal collaborations between Israeli researchers and academic institutions within Israel
Preparation before Israeli visits	Coordinating with hosting institutions in advance, to ensure that events are held without disrupting incidents
abroad or foreign visits in Israel	Personal talks with visitors, to present a more balanced and complex picture of Israel

» Assistance from academic institution or an authority

Of the 75 individuals who replied to the question "would you expect assistance from your institution or any authority", 41 (55%) replied "yes", and 34 (45%) replied "no".

45 individuals of those who replied to the former question wrote in the comments why assistance is required or not required, and what type of assistance. These comments reflect a sense of loneliness and helplessness, stemming from not knowing how to address BDS incidents, and in some cases also a sense of mistrust in the institution's ability to assist or in the long-term effectiveness of responses.

Some of the responders prefer to focus on preventive measures, and emphasize the importance of conserving existing relationships, and the risk that direct action will only exacerbate the problem.

» Conclusions from Reporters' Comments about the Required Assistance from the Academic Institution or any Authority

The following points are conclusions based on the comments written by researchers in reply to the question which help they believe is required from the academic institution.

- Researchers require more comprehensive training about the existing tools and possibilities for addressing BDS incidents.

- It is important to establish a designated support system at the institutional or national levels to address these incidents, to include personal consultation, dissemination of information, and legal or diplomatic assistance.

- International collaborations should be strengthened as a key tool of improving Israel's image and of creating relationships to prevent the boycott.

- Academic criteria should be adapted in light of the extraordinary difficulties currently experienced by Israelis, to facilitate researchers' promotion processes.

5. Recommendations for Decision Makers

The academic boycott of Israel present significant challenges in the international arena, and impacts the ability of Israeli universities and researchers to integrate in the global scientific space. This phenomenon exceeds the academic field, and reflects BDS influences on cultural, social, and political attitudes, which are expressed by an increasing adverse impact on collaborations, relationships, fundraising, and mobility of Israeli students and faculty.

Addressing this complex reality requires a multidisciplinary approach that combines public advocacy efforts, strengthening international relationships, cultivating research collaborations, and coping with the local implications of BDS. The following are policy suggestions focusing on applied and practical steps that universities and government institutions can adopt to improve Israel's academic status and neutralize or mitigate the impacts of BDS.

5.1 Improving Israel's Public Relations (Advocacy) System

Fighting in the media and academic arenas is a multidimensional and complex challenge steeped in deep-seated cultural and political tensions. To combat the intense and unrelenting efforts of anti-Israeli elements, and the internal frustration they generate locally, a consistent and decisive strategic approach is required. Israeli universities must formulate a multi-channel public advocacy strategy, implementing a comprehensive and effective response on the international stage.

The suggested approach necessitates choosing skilled and trained representatives to appear in world campuses, exhausting a variety of legitimate platforms to disseminate the message. Identifying and recruiting potential public-advocacy agents – like influential Israeli and Jewish professors, talented Israeli students with a good control of the foreign language they will use for advocacy, and others – is a key component of this strategy. To allow them to become an effective bridge of communication, they need professional training, analytical tools, up-to-date information, and accurate data.

Leaving the academic stage to BDS supporters without a Jewish-Israeli response will be a severe strategic error. A targeted, methodical, and ongoing intervention is therefore required, to ensure active and influential Israeli presence in international discourse.

5.2 Strengthening Research Collaborations and Student Exchanges

Opportunities for research collaborations and student mobility programs should be identified and prioritized, with emphasis on the initiatives with the most potential for benefit. Large foundations under Jewish ownerships in the US and other countries, established specifically to support Israel, are a substantial resource for promoting such initiatives.

It is imperative to design collaborations to target not only Israel's natural audience – Jewish students and faculty – but also academics from wider circles that are not exposed to direct contact with Israel. This approach will contribute to expanding academic relationships, to building new scientific bridges, and to enhancing Israel's international status in the academic world.

5.3 Inviting Renowned Academic Leaders to Israel

Traditional academic tools, such as granting honorary degrees or allocating designated funding, can serve as an effective means of inviting first-rate non-Jewish opinion leaders, like Nobel laureates, to visit Israeli universities. During their visits, they will be exposed to Israeli innovation and research capabilities, and meet researchers from a variety of leading disciplines. Such positive experiences can yield long-term benefits by creating a network of academic ambassadors who will promote Israel's image in their own campuses, and will facilitate the creation of more scientific collaborations with local institutions and researchers.

5.4 Expanding the Circle of International Collaborations

Academic collaborations should be expanded beyond North America and Western Europe, to countries such as India, South Korea, Singapore, Japan, and the Czech Republic. These countries boast advanced research institutes and leading researchers, which were not significantly influenced by BDS activity and the academic boycott of Israel. Collaborating with these countries will open up new opportunities, contribute to promoting scientific innovation, and help minimize Israel's dependence on traditional "markets".

5.5 Collaborating with Organizations that Act Against BDS and Antisemitism

Relationships with international organizations like the Anti-Defamation League (ADL), which leads the fight against antisemitism and BDS, must be strengthened. Israeli universities can contribute to this effort by providing information, data, and testimonies, which can help these organizations take legal action against entities and individuals who violate local laws by promoting BDS activities. Such a collaboration will increase awareness and the effectiveness of the fight, and will enhance international protection on Israeli academia.

5.6 Encouraging Jewish Organizations to Conduct Pro-Israeli Activity on Campus

Jewish organizations like Hillel should be encouraged to expand their pro-Israeli activity on campuses with a significant presence of BDS supporters, in collaboration with Israeli students and faculty. Activity should focus on neutralizing loud and aggressive protests by holding quiet, respectful, and

coherently-messaged events, targeted at diverse audiences. The purpose of these initiatives is to cultivate open discourse, build bridges of understanding, and strengthen support for Israel in the academic arena.

5.7 Generating Alternate Sources and Opportunities for Research Resources and Scientific Training

Harnessing both philanthropic foundations and government ministries to generate substantial alternative monetary resources for research in general, and particularly for research in new and emerging fields, which will also promote Israel's global scientific and technological standing. Additionally, initiating programs similar to Kalaniyot at MIT in leading North American universities, as well as European ones if and as possible, to support Israeli postdoctoral students and fellows, who in collaboration with Jewish organizations will also serve as ambassadors and on-campus advocates.

5.8 Establishing a Dynamic Infrastructure for Real-Time Response

Establishing a virtual "situation room" for regular and ongoing monitoring of academic BDS instances (see below, **Dashboard**), for offering tools to address predefined situations, and for interacting with a human element for ad-hoc consultation when the toolbox cannot offer a relevant response.

5.9 Establishing Networks for Fighting Academic BDS

Establishing informal networks of pro-Israeli researches in a country or university, in collaboration with Israeli researchers who speak the language or who are alumni, like the (Accademia-Italia-Israele), or like the initiative formed to prevent a BDS resolution against all Israeli universities from passing in the Sorbonne.

Insights for establishing such networks:

1. Identifying and establishing a support base
   - **identifying researchers and supporters**: identifying local researchers or language-speakers with a link to Israel, who are willing to participate
   - **Creating small and active groups**: keeping the group at an effective size (50-200 members), to allow intimate discourse and effective activity

2. Strategic focus
   - **Defining clear goals**: focus on preventing boycotts and disseminating pro-Israeli messages

- **Supporting pro-Israeli individuals (emphasis on those not affiliated with the Jewish community)**: providing a safe platform for discussions, especially in countries with an anti-Israeli climate in academia

3. Collaboration with official and non-official elements

- **Working with embassies**: establishing relationships with Israel embassies in the relevant countries, for support in funding and information
- **Collaborating with senior academics and politicians**: harnessing local entities to influence decision makers in academia
- **Collaborating with legal entities**: consulting and utilizing the necessary expertise to fight BDS decisions by legal means, as necessary

4. Effective action

- **Creating personal relationships**: working through non-official relationships within universities, and identifying potential local partners
- **Focused response**: identifying instances of local BDS initiatives and focusing on preventing them, e.g. preventing proposals in the university senate
- **Regular monitoring and information sharing**: creating effective systems for inter-institutional monitoring and information sharing, to prevent attempts to quickly and underhandedly pass resolutions to BDS Israeli universities, without formally declaring them on the agenda.

5. Strengthening public advocacy

- **Unique content**: creating unique pro-Israeli content or courses, like a course about the history of Zionism, that can reverberate among the local audience
- **Changing the discourse**: emphasizing that an academic boycott is antithetical to free academia values

6. Understanding and adapting to local needs

- **Learning from the field**: communicating with local academics to understand the needs, challenges, and possibilities unique to that country
- **Adapting to size**: adapting the network size to local circumstances (e.g., a single-university network may be suitable in the US)
- Maintaining a sense of urgency
- **Quick reaction to events**: using anti-Israeli calls or events as a catalyst for unifying the network and increasing activity

5.10 Preparation for Academic BDS Scenarios

Even if all the suggested measures are implemented, academic BDS can lead to certain doors being closed for Israeli researchers and universities. It is therefore necessary to prepare for such scenarios by allocating governmental resources for developing independent research infrastructures in Israel. While facilities like CERN cannot be duplicated due to their immense cost, there are many research infrastructures that can be established and maintained locally. Collaborations between universities, with the government's support, will enable the creation of a common pool of facilities, which will ensure the availability of advanced infrastructures to all researchers in Israel, and will help reduce Israeli academia's dependency on foreign institutions and funds.

These conclusions emphasize the importance of strategic collaborations in the academic arena, including generating new ones and maintaining the existing ones, despite the challenges.

6. Research Products – Generating Assistance Tools

The research team had created a list of tools intended to assist the academic community and decision makers to make data-based decisions in order to optimize and streamline their coping with academic BDS incidents.

These research products include:

1. A **Dashboard** that presents an up-to-date situation report at any given time, based on accumulated data up to that point
2. **Tools on the project website** https://www.neaman.org.il/project/scholar-shield:

- Practical toolbox: links to foreign organizations that may assist in some BDS incidents or in enhancing relationships (at the time of report publication, the relevant countries are the US and Australia), and suggested letter templates for contacting journal editors
- List of organizations, data, and select incidents
- List of petitions against academic BDS
- List of pertinent articles, reports, and news items
- List of declarations by universities and professional organizations
- Articles written by the research team

7. Summary

7.1 Interpretation of Findings

The findings presented in the current interim report undoubtedly indicate a considerable increase in the scope of attempts to impose various types of boycotts on Israeli academia since October 7 2023. BDS initiatives are aimed at Israeli academic institutions, at Israeli faculty and students, and at other elements that are in some way affiliated with Israeli academia.

Though not to be discounted, the harm caused so far by BDS actions have been fairly limited and mainly impacted individuals – faculty members whose articles were rejected for publication for BDS reasons, or whose lectures in foreign conferences or universities were cancelled for BDS reasons, others whose promotions were inhibited because reviewers refused to provide colleague evaluation for BDS reasons, and more.

Nonetheless, it seems that at least up to the date of this report, no essential impact on academic institutions in Israel was recorded. While there were isolated incidents where programs for shared activities were cancelled (student exchanges, collaborative research projects, etc.), these did not constitute an essential impact that reduces the Israeli universities' global standing or their ability to realize their research and teaching roles.

Moreover, in contravention of the few instances of agreement cancellation or non-renewal, or of refraining from collaborating with Israeli academic institutions for the purpose of some activity, there was a much larger number of positive initiatives for new research collaborations, including identifying appropriate funding sources. Besides these initiatives, there was also an impressive number and quality of participants in solidarity delegations from various world universities, who visited Israel and supported its academic institutions.

Another important finding pertains to the composition of protests and hostilities against Israel and its academic institutions. In the great majority of cases, we can clearly see that BDS initiatives and expressions of hostility originate from undergraduates. While initial reactions by university governing bodies were quite feeble, managements and their governing councils gradually, and especially once public pressure increased, took a harder line that emphasized the importance of academic collaboration as an integral part of the basic values of any university. This position generated many conflicts between university managements and the students, which in some cases even necessitated law enforcement involvement to restore order to campuses in which students took violent action, trampling their university's code of conduct and ignoring calls for restraint by university management. One bright spot in this finding is the way most universities where BDS initiatives against Israel were taken stood firm against them. Yet it also reveals a threatening shadow for the future – the undergraduates of today will be the leaders of universities and the general public in 20 years. If nothing

is done to change their minds, it is certainly possible that in time, Israeli universities will find themselves more and more isolated from the rest of the world.

Unsurprisingly, the intensity of academic BDS attempts was particularly high in the humanities and social sciences, and lower in exact sciences, engineering, and technology. This phenomenon is well known from dozens of years of BDS activity, during which it gained much more traction in the so-called "soft" sciences, and did not gain a significant hold in exact sciences and engineering, where Israeli academia has an excellent reputation as highly worthy of collaboration in light of the mutual benefits produced by such collaborations. It should also be noted that the distribution of collected reports is not completely proportionate to the size of Israeli universities and colleges (if hostility towards Israeli academia was uniform, we would have expected a correlation between reports and university size in terms of number of students and faculty members). For example, Ariel University that is located beyond the 1967 Green Line, draws much more "fire" than other similarly-sized universities.

Only two thirds of responders to the Samuel Neaman Institute survey consented to have their report data shared with others. This indicates the academics' implicit concern of further damage that may be caused by exposing their data. This is a worrying finding that gives rise to questions about the moral resilience of the academic communities in which such concerns fester. The basic rules of academic ethics emphasize academia's impartial and unbiased striving for pure scientific truth. A situation in which researchers are concerned about possible harm by colleagues following exposure of their complaint about the conduct of individuals or institutions within the community, attests to an academic culture that is contradictory to the basic principles of academia.

At this point, it is hard to judge the long-term efficacy of the various steps taken so far by the State of Israel, the universities, and other elements, as part of the fight against academic BDS. Public advocacy undoubtedly was and will remain an important tool that requires ongoing investment, and public advocacy content can undoubtedly be improved in terms of how it is used and presented to different publics. However, public advocacy alone is clearly insufficient, and a series of proactive steps must be taken to preserve the academic relationships formed before October 7 2023, and to enhance and add to them, to prevent adverse impacts and to thwart attempts to boycott Israeli academia. Israel should also examine additional steps to make boycott organizers pay some price for their actions.

Finally, the impact of academic BDS, and especially the implicit ones, may manifest in the long term and over time. Even when the sounds of war finally fade, it is safe to assume that explicit and implicit actions of academic BDS of Israel will continue, thus requiring a constant and long-term monitoring of their potential impact on scientific and academic variables and indicators that determine the country's scientific and technological quality and resilience.

7.2 Study Limitations

While the research, based on the information received by regular monitoring of academic BDS in its deepest and widest-spread sense and on data mining from relevant sources, depends on information

management skills and ongoing updating of information, the research that is based on field data depends on various factors that are not necessarily centrally controlled.

The information collected throughout 2024 and is still being collected out of cyberspace excels in being highly in-depth and diverse in terms of driving forces and stakeholders – publications on behalf of various populations within universities and the general academic arena: student associations, faculty organizations, managements including governing councils, investment committees, etc.; publications and public notices on behalf of both scientific and political national bodies; private organizations; ad-hoc initiatives; all based on search definitions that cast a wide net on one hand, and are as accurate as possible on the other. The result is a wide-angle perspective on academic BDS, allowing for characterizations, understanding, and insights about motives, initiatives, manners of action, and effective and less effective counteraction, all as a basis for recommendations for comprehensively and holistically addressing various aspects of the phenomenon. However, an important information source that has not yet been handled thoroughly is social media. Much of the discourse, particularly that of field activists and their organizers, takes place in cyberspace, and much information about attitudes, indoctrination methods, and action plans is undoubtedly unrepresented in the current research. These communication networks are currently the main action space of young individuals, and ongoing and updating informational research must address both the obtainment of data from this space and its utilization in efforts to combat and prevent academic BDS.

Nonetheless, the study's main limitation is obtaining authentic and dynamic information over time from the Israeli academic field. While obtaining formal data about macro impacts of BDS incidents on publications, research grants, and global academic status is fairly simple, information about institutional and particularly individual incidents of academic BDS provides only a general indication of trends and not a credible and up-to-date perspective of the situation. Lacking a governing statutory authority, reporting data about institution-level incidents is completely voluntary and therefore not necessarily representative. It is even more complex to obtain data about individual incidents pertaining to faculty members. While the Samuel Neaman Institute distributed the study questionnaire, which was assembled in a professional manner, the institutions distributed internal questionnaires in an effort to obtain immediate and quick information, which significantly harmed cooperation with the study questionnaire. The information obtained from this collection of internal questionnaires, while largely pertinent to the data collected by the study questionnaire, was complex to scientifically analyze in a uniform manner. While the body of knowledge created by all reports provided an overall indication of individual academic BDS phenomena, it was undoubtedly just the tip of the iceberg, severely limiting the ability to draw conclusions. This limitation is even stronger in the face of covert or implicit BDS. To glean clearer and deeper insights about the scope and mainly about the nature of this phenomenon, a relatively large number of reports is necessary. The current study is extremely limited in its capacity to provide an opinion on this matter.

Finally, any study, and particularly a study of dynamic real-time events, is by nature relevant to the period in which it was conducted. The current study provides data and insight to draw interim conclusions and recommendations for various fundamental actions. To address the issue in depth,

and certainly to formulate actions for its prevention, will require consistent and prolonged monitoring and analysis of trends in both online information, including social media, and in from-the-field incidents in Israeli universities, all in a centralized, organized, and regulated manner.

Future Research

Several other directions of research intended for implementation in 2025:

- Developing computerized information retrieval tools to allow fully automated monitoring of relevant information about academic BDS activities and counteractions, from the internet and social media. Engaging M.A. students to conduct their research thesis on this subject.

- Developing methods of analyzing the negative dynamic that characterizes academic BDS actions – an attempt to understand how a certain event affects academic BDS activities in different geographic spaces, how a shock wave forms and gains momentum like a snow ball, with each individual move fanning the flames, encouraging and escalating the next moves, etc. Simultaneously, understanding how a positive dynamic of curbing the negative drift against Israeli academia can be created – from a single event or a series of connected events that together form a solid barrier against academic BDS.

- Developing predictive models for future use, to predict outbreaks of BDS efforts following certain actions that will or will not be taken in our region. The models will rely on the information collected so far, and their precision will of course increase as the database grows larger.

8. Sources

1. Abigail, B., Bakan., & Abu-Laban, Y. (2009). Palestinian resistance and international solidarity: the BDS campaign. Race & Class. https://doi.org/10.1177/0306396809106162

2. Abu-Laban, Y., & Bakan, A. B. (2023). Israel/Palestine, North America, and Surveillance. In M. Kwet (Ed.), The Cambridge Handbook of Race and Surveillance (pp. 123–136). Cambridge University Press.

3. Ahmed, Q., Avidan, A. Y., Ciechanover, A., Shechtman, D., Zajfman, D., Reichman, U., Kornberg, R., Hershko, A., & Lavie, P. (2014, August 17). Israel–Gaza conflict. The Lancet, 384(9945), e34–e37. https://doi.org/10.1016/S0140-6736(14)61184-9

4. Anti-Defamation League. (2023). Anti-Israel Activism on US Campuses, 2022–2023. Anti-Defamation League. September, 12.

5. Arya, N., Birch, M., Boulton, F., Hodgson, S., Holdstock, M., Ingram, A., Karamoskos, P., Kett, M., McCoy, D., Pountney, M., Rushton, S., Smith, J., van Bergen, L., & Willis, E. (2015). The Lancet, Gaza and academic publishing: Defending political engagement. Medicine, Conflict and Survival, 31(2), 81-87. https://doi.org/10.1080/13623699.2015.1050933

6. Barkay, T., & Shamir, R. (2020). Israel vs. BDS: corporate social responsibility and the politics of human rights. Globalizations, 17(4), 698-713. https://doi.org/10.1080/14747731.2019.1689689

7. Berlin, S. (2010). It takes two to tango. EMBO Reports. https://doi.org/10.1038/EMBOR.2010.3

8. Blazer, S. (2015). Open communication and discussion facilitate reconciliation: The Maimonides approach to publication of Manduca's letter in The Lancet. Rambam Maimonides Medical Journal, 6(1), e0001. https://doi.org/10.5041/RMMJ.10176

9. Buheji, M., & Hasan, A. (2024). Challenging Injustice - Stretching the 'Academic Boycott' After War on Gaza 2023. Gradiva, 63(5).

10. Carter, M., Hallward, P. W., & Shaver, P. W. (2012). "WAR by other Means" or Nonviolent Resistance? Examining the Discourses Surrounding Berkeley's Divestment Bill. Peace & Change, doi: 10.1111/J.1468-0130.2012.00756.X

11. Cassen, F., & Pappé, I. (2024, June 1). Should academic institutions boycott Israel? Two scholars debate. The Guardian. https://www.theguardian.com/commentisfree/article/2024/jun/01/academic-institutions-boycott-israel-debate

12. Chaitin, J., Steinberg, S., & Steinberg, S. (2017). 'BDS – it's complicated': Israeli, Jewish, and others' views on the boycott of Israel. The International Journal of Human Rights, 21(7), 889–907. https://doi.org/10.1080/13642987.2017.1298093

13. Chen, L. (2023). Israel's Response to Boycotts and Soft-Power Warfare. https://doi.org/10.1007/978-981-16-2717-0_105-1

14. Cohen, R., & Avraham, E. (2018). North American Jewish NGOs and Strategies Used in Fighting BDS and the Boycott of Israeli Academia. Israel Studies, 23(2), 194-216. https://doi.org/10.2979/ISRAELSTUDIES.23.2.09

15. Darweish, M., & Rigby, A. (2018). The internationalisation of nonviolent resistance: the case of the BDS campaign.

16. De Shalit, A. (2016). The ethics of academic boycott. The Journal of Politics, 78(3), 642-652.

17. Divine, D. R. (2023). BDS: How a Crusade against Israel Became a Pre-Occupation of the Academy. In Challenging the Boycott, Divestment and Sanctions (BDS) Movement (pp. 123-136). Routledge.

18. Elman, M. F. (2023). The Anti-Israel Movement on the US Campus. In Challenging the Boycott, Divestment and Sanctions (BDS) Movement (pp. 106-122). Routledge.

19. Executive Committee of the International Human Rights Network of Academies and Scholarly Societies, Aluwihare, A., Cohen-Tannoudji, C., Daar, A. S., Jacob, F., Koiller, B., … & Corillon, C. (2007). In support of academic freedom. Science, 316(5833), 1840-1840. https://doi.org/10.1126/science.316.5833.1840b

20. Fahlevi, M. (2023). Economic diplomacy and conflict resolution: Harnessing the economic peace leverage theory in the Palestine-Israel context. Journal of Economics and Business Letters, 3(5), 7-10.

21. Falah, G. W. (2016). Does a Boycott of Israeli Academic Institutions Help in Ending Israel's Military Occupation of Palestinian Territories?. Geographical Review. https://doi.org/10.1111/J.1931-0846.2016.12166.X

22. Farber, S. (2024). The hidden boycott: experiences of Israeli academics during the Israel-Hamas war. Israel Affairs, 1–19. https://doi.org/10.1080/13537121.2024.2394303

23. Fishman, J. (2012). The BDS message of anti-Zionism, anti-Semitism, and incitement to discrimination. Israel Affairs. https://doi.org/10.1080/13537121.2012.689521

24. Frank, D. A. (1981). "Shalom Achshav"—Rituals of the Israeli peace movement. Communication Monographs. https://doi.org/10.1080/03637758109376057

25. Friedman, L. (2023). Targeting Free Speech & Redefining Antisemitism: How Pro-Israel Actors Are Using US Laws to Attack Palestinian Activism & Solidarity. U. PAC. L. REV., 54, 612.

26. Fúnez-Flores, J. I. (2024). The Coloniality of Academic Freedom and the Palestine Exception. Middle East Critique. https://doi.org/10.1080/19436149.2024.2375918

27. Garasic, M. D., & Keinan, S. (2015). Boycotting Israeli academia: Is its implementation anti-Semitic?. International Journal of Discrimination and the Law, 15(3), 189-199.

28. Gerstenfeld, M. (2003). The Academic Boycott Against Israel. Jewish Political Studies Review, 15(3/4), 9–70. JSTOR. http://www.jstor.org/stable/25834576

29. Gilboa, E. (2006). Public Diplomacy: The Missing Component in Israel's Foreign Policy. Israel Affairs. https://doi.org/10.1080/13533310600890067

30. Gould, R. (2013). To Boycott or Not? A moral conundrum. Peace Review, 25(4), 584-589.

31. Hager, T., Saba, T., & Shay, N. (2011). Jewish Arab activism through dialogical encounters: Changing an Israeli campus. Journal of Peace Education, 8(2), 193-211.

32. Hale, C. R. (2008). Engaging contradictions: Theory, politics, and methods of activist scholarship. Univ of California Press. https://escholarship.org/uc/item/7z63n6xr

33. Handmaker, J. (2014). Taking Academic Freedom Seriously: Exploring the Legal and Moral Underpinnings of BDS. https://doi.org/10.1163/22116141-01701007

34. Handmaker, J. (2020). Lawfare against academics and the potential of legal mobilization as counterpower. Enforcing Silence: Academic Freedom, Palestine and the Criticism of Israel, 233.

35. Hirsh, D. (2012). Boycott, Divestment, and Sanctions (BDS) and Antisemitism.

36. Jecker, N. S., Verweij, M., Ravitsky, V., Wangmo, T., & Ghaly, M. (2023). Academic freedom under siege. Journal of Medical Ethics. https://doi.org/10.1136/jme-2023-109498

37. Jones, L. (2018). Sanctioning Apartheid: Comparing the South African and Palestinian campaigns for boycotts, disinvestment, and sanctions. In Boycotts Past and Present: From the American Revolution to the Campaign to Boycott Israel (pp. 197-217). Cham: Springer International Publishing.

38. Kaddar, M., & Monterescu, D. (2021). Dancing with tears in our eyes: political hipsters, alternative culture and binational urbanism in Israel/Palestine. Ethnic and Racial Studies. https://doi.org/10.1080/01419870.2020.1862271

39. Kagee, A. (2022). The Academic Boycott of Israel: Juxtaposing Academic Freedom and Human Rights in International Relations. Politikon. https://doi.org/10.1080/02589346.2022.2065152

40. Katz, Y. (2014). An Israeli Bob Dylan is yet to be born: the politics of Israeli protest music. Israel Affairs, 20(2), 271-279. https://doi.org/10.1080/13537121.2014.889888

41. Kolhatkar, S. (2024). Student Demands for Divestment Are Not New. CounterPunch.

42. Kramer, M. (2021). The unspoken purpose of the academic boycott. Israel Affairs. https://doi.org/10.1080/13537121.2021.1864846

43. Lim, A. (2012). The Case for Sanctions Against Israel.

44. Lustick, I. S., & Shils, N. (2022). The Palestinians, Israel, and BDS. Israel Studies Review. https://doi.org/10.3167/isr.2022.370303

45. Mason, K. (2013). Academics and Social Movements: Knowing Our Place, Making Our Space. ACME: An International Journal for Critical Geographies.

46. Munayyer, Y. (2016). BDS: Where it came from and where it is headed. Geographical Review. https://doi.org/10.1111/J.1931-0846.2016.12165.X

47. Murciano, G. D. (2020). Unpacking the global campaign to delegitimize Israel: Drawing a line between criticism of Israel and denying its legitimacy. SWP Research Paper, No. 7/2020, Stiftung Wissenschaft und Politik (SWP), Berlin. https://doi.org/10.18449/2020RP07

48. Nelson, C. (2015A). The Problem with Judith Butler. The Case Against Academic Boycotts of Israel, 164-201.

49. Nelson, C. (2015B). The Fragility of Academic Freedom. The Case Against Academic Boycotts of Israel, 60-74.

50. Nelson, C. (2019). Israel denial: Anti-Zionism, anti-semitism, & the faculty campaign against the Jewish state. Indiana University Press.

51. Newman, D. (2016). The Failure of Academic Boycotts. Geographical Review. https://doi.org/10.1111/J.1931-0846.2016.12162.X

52. Newman, D. (2023). The Mutual Weaponisation of BDS: A Perspective from Israel. In Challenging the Boycott, Divestment and Sanctions (BDS) Movement (pp. 151-169). Routledge.

53. Nussbaum, M. (2007). Against academic boycotts. Dissent, 54(3), 30-36.

54. Pasternak, A. (2011). The Distributive Effect of Collective Punishment. https://doi.org/10.1017/CBO9780511976780.009

55. Pegues, J. H. (2016). Empire, Race, and Settler Colonialism: BDS and Contingent Solidarities. Theory and Event, 19(4).

56. PitchBook Data, Inc. (2020). How University Endowments Invest in the Capital Markets. PitchBook.

57. Reuters. (2019, May 17). Germany designates BDS Israel boycott movement as anti-Semitic. Reuters.

58. Riemer, N. (2022). Boycott Theory and the Struggle for Palestine: Universities, Intellectualism and Liberation. Rowman & Littlefield.

59. Rose, H., & Rose, S. P. R. (2008). Israel, Europe and the academic boycott. Race & Class. https://doi.org/10.1177/0306396808093298

60. Rose, S. P. R. (2009). Academic freedom in Israel and Palestine. EMBO Reports. https://doi.org/10.1038/EMBOR.2009.229

61. Saposnik, A. B. (2024). Humanities and the Human: The Crisis of Israel Studies and the Ethics of our Methodologies—Reflections after October 7th. Israel Studies. https://doi.org/10.2979/is.00015

62. Sarvestani, F. S., Ameli, S. R., & Izadi, F. (2019). Israeli public diplomacy toward the United States: a network and narrative approach. Asian Journal of Communication, 29(2), 181-200.

63. Seliktar, O. (2005). 'Tenured Radicals' in Israel: From New Zionism to Political Activism. Israel Affairs. https://doi.org/10.1080/13537120500233979

64. Sengupta, S. (2023). The Central Role of the NGO Network in Promoting the BDS Movement. https://doi.org/10.4324/9781003271352-6

65. Sheskin, I. M., & Felson, E. (2016). Is the Boycott, Divestment, and Sanctions Movement Tainted by Anti-Semitism?. Geographical Review, 106(2), 270-275.

66. Steinberg, G. M. (2023). Israel's Response to Boycotts and Soft-Power Warfare. https://doi.org/10.1007/978-981-16-2717-0_105-1

67. Svirsky, M. (2015). BDS as a mediator. Concentric: Literary and Cultural Studies, 41(2), 45-74.

68. Topor, L. (2021). The Covert War: From BDS to De-legitimization to Antisemitism. Israel Affairs. https://doi.org/10.1080/13537121.2021.1864855

69. Wagner, L. (2010). Watching the Pro-Israeli Academic Watchers. Jewish Political Studies Review.

70. Wattad, M. S. A. (2015). When Freedom of Expression Says "No": The Case against Academic Boycott. Telos, 2015(171), 76-92.

71. Weiss, E. (2019). Struggling with Complicity: Anti-militarist Activism in Israel. Current Anthropology. https://doi.org/10.1086/699359

72. Yi, J., & Phillips, J. (2015). The BDS Campaign against Israel: Lessons from South Africa. PS Political Science & Politics. https://doi.org/10.1017/S1049096514002091

73. Zanotti, J., Weiss, M. A., Ruane, K. A., & Elsea, J. K. (2017). Israel and the boycott, divestment, and sanctions (BDS) movement. Current Politics and Economics of the Middle East, 8(3), 285-328.

74. אזולאי, מ (11 ,2021, ביוני). יאיר לפיד ונפתלי בנט חתמו על הסכם להקמת ממשלת אחדות. Ynet. https://www.ynet.co.il/news/article/ByctYAlsu

75. אוניברסיטת בר אילן (28 ,2024, יולי). כך נלחמים בחרמות אקדמיים ובגילויי אנטישמיות באקדמיה. https://www.biu.ac.il/article/581674

76. בן פורת, ע (2013, נובמבר 24). "שורת הדין" במתקפה על החרם האקדמי. ערוץ 7. https://www.inn.co.il/news/260261

77. בשער (ל.ת). ישראל במלחמה | "בשער" מגיב. https://www.bashaar.org.il/academia-community/israel-at-war23/

78. גל, א (22 ,2014, ביולי). משרד הבריאות: מכתב הרופאים 'גובל בעלילת דם'. Ynet. https://www.ynet.co.il/articles/0,7340,L-4550228,00.html

79. גולני, ב &., כרמי, ר (18 ,2024, ביולי). מצאו את השיטה: המהלך של ה-BDS שיכול לפגוע בישראל אנושות. מעריב. https://www.maariv.co.il/journalists/opinions/article-1117948?utm_source=whatsapp

80. גלעד, א (3 ,2024, ביוני). החרם באוניברסיטאות העילית בארה"ב מגיע לקרנות ההשקעה בהייטק הישראלי. גלובס. https://www.globes.co.il/news/article.aspx?did=1001480279

81. הוועדה לענייני ביקורת המדינה (8 ,2023, בנובמבר). ישיבת הוועדה לענייני ביקורת המדינה של הכנסת ה- 25. https://oknesset.org/meetings/2/2/2211118.html

82. הארץ (26 ,2024, ביוני). משרד התפוצות פועל בארה"ב לעיצוב השיח על המלחמה ולהשפיע על חקיקה. https://www.haaretz.co.il/news/politics/2024-06-26/ty-article/.premium/00000190-50ec-de5e-abd0-fbfe1eee0000

83. האקדמיה הלאומית הישראלית למדעים (ל.ת). גילויי דעת של האקדמיה הלאומית הישראלית למדעים. https://www.academy.ac.il/RichText/GeneralPage.aspx?nodeId=1706

84. האקדמיה הישראלית הצעירה., אפיק באקדמיה (2024). סקר סגל אקדמי באוניברסיטאות: התמודדות בזירה האקדמית העולמית בעת המלחמה ואחריה. https://young.academy.ac.il/SystemFiles/Academic%20staff%20survey%2022%20Jan%202024. pdf

85. הלר, מ (2017). ההתמודדות עם הـ BDS: מגבלות כוחה של ההסבר בתוך תופעת הדה־לגיטימציה: אתגרים ומענים (עמ' 25-30). המכון למחקרי ביטחון לאומי. תופעת הדה־לגיטימציה: אתגרים ומענים - המכון למחקרי ביטחון לאומי(inss.org.il)

86. ועד ראשי האוניברסיטאות (ל.ת). עמוד הבית. https://vera.org.il/

87. ועדת העלייה, הקליטה והתפוצות (2024, 7 במאי). דיון חירום בנושא אנטישמיות בקמפוסים בתפוצות- מעקב על פעולות הממשלה למאבק באנטישמיות בקמפוסים וברשתות החברתיות. https://fs.knesset.gov.il/25/Committees/25ptv4558691.doc

88. ממשלת ישראל (5 ,2023, בפברואר). החלטת ממשלה 100: שינוי שם משרד התפוצות ל"משרד התפוצות והמאבק באנטישמיות"; העברת שטח פעולה ממשרד החוץ למשרד התפוצות והמאבק באנטישמיות ותיקון החלטות ממשלה. https://www.gov.il/he/pages/dec100-2023

89. משרד החדשנות, המדע והטכנולוגיה (27 ,2024, מאי). לבקשת השרה גמליאל: ועדת השרים לחדשנות אישרה 90 מיליון שקלים למאבק בחרם האקדמי על ישראל. https://www.gov.il/he/pages/most-budget-academic-boycott

90. משרד החדשנות, המדע והטכנולוגיה (25 ,2024, יוני). המאבק בחרם: קול קורא בסך 10 מיליון ש"ח לאוניברסיטאות ומכוני המחקר - פעימה ראשונה מתקציב בסך 90 מיליון ₪ שאושר ביוזמת השרה גמליאל. https://www.gov.il/he/pages/most-academic-boycott-budget

91. משרד מבקר המדינה. (2016). המאבק הדיפלומטי-תקשורתי בתנועת החרמות ובגילויי האנטישמיות בחו"ל (דו"ח גx169-22.aspx/https://www.mevaker.gov.il/sites/DigitalLibrary/Pages/Reports .(66

92. רוזן, ר. (2023). הכשרות גיוון, שותפות והכללה לחברי וחברות הסגל האקדמי והסגל המנהלי במוסדות אקדמיים בשנים תש"ף–תשפ"ב. גישה באקדמיה.

9. Appendixes

9.1 Project Team

Table 8: Project Team

Researcher Name	Role	Email
Prof. Boaz Golany	Study leader	golany@technion.ac.il
Prof. Rivka Carmi	Study leader	rcarmi@bgu.ac.il
Tsipy Buchnik, PhD	Researcher	zipibu@sni.technion.ac.il
Ms. Oshrat Katz Shacham	Researcher	oshrat@sni.technion.ac.il
Ms. Ella Barzani	Researcher	ella@sni.technion.ac.il
Mr. Golan Tamir	Information systems manager	golan@sni.technion.ac.il
Prof. Yair Goldberg	Statistics consultant	yairgo@technion.ac.il

9.2 List of Interviewees

The following is a list of VPs with whom we have met:

Table 9: Interviewed Vice Presidents of International Affairs

University	Role	Name	Meeting Date
Ariel University	Head of International Affairs Unit	Prof. Konstantin Borodianskiy	08/11/2024
Ben-Gurion University	Vice President for Global Engagement	Prof. Michal Bar-Asher Siegal	08/11/2024
Haifa University	Vice President for Global Engagement	Prof. Tally Katz-Gerro	08/11/2024
Tel Aviv University	Vice President, International Academic Collaboration	Prof. Millette Shamir	08/20/2024
Bar Ilan University	Vice President	Prof. Moshe Weinstein	08/20/2024

University	Role	Name	Meeting Date
Israel Institute of Technology	Vice President	Oded Rabinovitch	8/22/2024
Hebrew University	Vice President for International Affairs	Oron Shagrir	10/09/2024

Table 10: Interviewed Vice Presidents for Research

University	Role	Name	Meeting Date
Israel Institute of Technology	Vice President for Research	Prof. Noam Adir	8/15/2024
Ben-Gurion University	Vice President and Dean for Research and Development	Prof. Raz Jelinek	8/15/2024
Open University	Dean of Research	Prof. Ofer Reany	8/15/2024
Weizmann Institute of Science	Vice President	Prof. Michal Neeman	07/03/2024 (reply in writing)

In addition to VPs, the research team spoke with leading individuals in Israeli academia, including Prof. Yoseph Mekori, chairman of Planning Budgets Committee, and Prof. Daniel Zajfman, former Weizmann Institute President.

9.3 Form for Reporting an Academic BDS Incident

▪ Reporting an Academic BDS Incident

Since the Hamas attack on October 7th, 2023, there has been an increase in reports of anti-Israel activities on campuses worldwide. The Samuel Neaman Institute for National Policy Research has established a task force whose purpose is to collect data on academic boycott activities worldwide, analyze it and suggest ways to confront it. To support the team, the Neaman Institute has created an infrastructure over time and from various sources.

The following questionnaire aims to assist the task force in gathering information about this phenomenon and its scope, enabling analysis, insights and recommendations for action.

If you have experienced or encountered an academic BDS incident, we would appreciate your participation in filling out the questionnaire.

Your contribution to this research is important!

Please note that all information received from the questionnaire will be used solely by the Samuel Institute team for processing and analysis purposes. No personal data will be shared with external entities without your explicit consent. The Samuel Institute is committed to full confidentiality and protection.

Best regards,

Boaz Golany, Senior Research Fellow at the Samuel Neaman Institute and Professor at the Technion – Israel Institute of Technology

Rivka Carmi, Senior Research Fellow at the Samuel Neaman Institute and Emeritus Professor at Ben-Gurion University of the Negev

For more information and a list of useful sources, visit the project page on the Neaman Institute website: https://www.neaman.org.il/EN/SCHOLAR-SHIELD

There are 59 questions in this survey.

Personal details

Academic affiliation:

Please choose **only one** of the following:

- o   Israeli university
- o   Israeli college
- o   Academic institute outside Israel
- o   Other

Israeli university name:

- o   Ariel University
- o   Bar-Ilan University
- o   Ben-Gurion University of the Negev
- o   Reichman University
- o   Technion – Israel Institute of Technology
- o   Tel-Aviv University
- o   The Hebrew University of Jerusalem
- o   The Open University of Israel
- o   The University of Haifa
- o   The Weizmann Institute of Science
- o   Other

Israeli College name:

_____

Name of academic institute outside Israel:

_____

Academic field:

- o   Humanities (general)
- o   Languages, Literature, and Regional Studies
- o   Education and Teacher Training
- o   Art, Fine Arts, and Applied Arts
- o   Social Sciences
- o   Business and Management Sciences
- o   Law
- o   Medicine
- o   Health Professions
- o   Mathematics, Statistics, and Computer Science
- o   Physical Sciences
- o   Biological Sciences and Agriculture
- o   Engineering and Architecture
- o   Other

Technological/Scientific fields: (Cyber, Artificial Intelligence, Computer Science, …)

_____

- ▪ Academic rank:

Please choose **only one** of the following:

- o   Postdoctoral Researcher
- o   Physician / Medical Resident/Intern
- o   Doctoral Student
- o   Master's Student
- o   Bachelor's Student
- o   Faculty Staff
- o   Other

Incident details

Please answer all the following questions for one specific event. After completing all the questions for this event, you will be given the option to add another event.

Is the incident related to -

Choose one of the following answers

Please choose **only one** of the following:

- o Research
- o Teaching or student activity
- o Other

Which type of research?

Please choose **only one** of the following:

- o Basic research
- o Applied research
- o Clinical research
- o Other research (please specify in incident description)
- o The incident is not research related
- o Other

Which type of activity?

Please choose **only one** of the following:

- o Teaching/Lecturing
- o Student exchange
- o Joint student project
- o Prevention of participation in student activity
- o Other

Please choose the event arena and indicate its name (if applicable):

Please choose **only one** of the following:

- o Conference
- o Journal
- o University/Campus event
- o Project / Research group
- o Clinical research
- o Grant / Research fund

- o   Country/State-level boycott
- o   Offensive email/post
- o   Other

Please specify the name of the organization/institution according to your choice in the previous question

_____

Category:

Please choose **only one** of the following:

- o   Cancellation/prevention of participation
- o   Rejection/refusal of publication
- o   Non-attribution (failure to give credit)
- o   Economic boycott (call for divestment)
- o   Internship rejection
- o   Verbal abuse
- o   Physical violence
- o   Other (please specify in incident description)

The country/State in which the incident accrued:

Country Name

United States: _____

Europe: _____

Other: _____

Date on which the event occurred/identified:

Please enter a date: _____

Is the BDS explicit or implicit? (If there is a reference in writing, please attach it)

Please choose **only one** of the following:

- o   Explicit BDS incident (It was explicitly stated or written that the incident is related to the researcher's Israeli affiliation)

- o Implicit BDS incident (It was not explicitly stated or written that the incident is related to the researcher's Israeli affiliation)
- o Other (please specify in incident description)

Please assess the personal impact on academic promotion or research following the reported incident:

Please choose **only one** of the following:

- o No impact at all
- o Minor impact
- o Moderate impact
- o Significant impact
- o Highly significant impact

Was there a specific individual who led the event (editor, dean, research group leader, department head, etc.)? If so, please specify

Please choose **only one** of the following:

- o Yes
- o No

Incident description:

_____

Please write your answer here:

Have you attempted to address the incident independently? If so, please specify how and what the outcome was

Please choose **only one** of the following:

- o Yes
- o No
- o Other

Do you have any suggestions on how to deal with incidents of academic BDS?

Please write your answer here: _____

Would you expect assistance from your institution or other authorities? What kind of assistance?

Please choose **only one** of the following:

o   Yes

o   No

Please attach relevant files to your incident report

Please upload at most 5 files

Kindly attach the aforementioned documents along with the survey

▪   Do you authorize the transfer of the incident report to a third party for the purpose of informant and/or assessing the possibility of assistance?

Please choose **only one** of the following:

o   I authorize
o   I do not authorize

We appreciate you providing your name and email address.

This information will be kept confidential and will not be shared with any third party. However, it will allow us to contact you if necessary for additional information or clarification regarding the reported incident.

Please write your answer(s) here:

Name _____

Email _____

Would you like to report another incident? *

Please choose **only one** of the following:

o   Yes
o   No

9.4 Technical Appendix

The project makes use of advanced systems for the collection, processing, and presentation of data, while adhering to strict information security standards. The dashboard is based on Power-BI and allows analysis and visual presentation of information, assisting in data-based decision making.

Utilized Systems and Tools

- Open-code survey system: the system is used to collect data from survey participants. It is secure and allows custom adaptation of questions and format. The survey is bi-lingual.
- After the data is collected, it is copied to a SharePoint-based website where it is examined and adjusted. The data is then deleted from the survey system for information security reasons. The data is adjusted and converted in SharePoint.
- The processed data is presented via the Dashboard, in Power BI, allowing for visual analysis and presentation of information.

Work Process

1. Data collection: participants fill out the survey via the survey system.
2. Data copying: data is copied from the survey server to SharePoint, and is deleted for information security once the data transfer is validated.
3. Data processing: the data is adjusted and converted in SharePoint, to adapt it to the required format.
4. Data presentation: processed data is transferred to Power BI, where the Dashboard is constructed to present the information in a clear visual form.

Information Security

Survey system: secure and based on open code, with advanced security settings. The system is updated once a week, and is fully backed up.

SharePoint: used as an internal database for the survey and research team, with access limited to authorized personnel only.

Power BI: the Dashboard is protected by controlled access authorizations.

Double authentication: all systems include multifactor authentication (MFA) to ensure maximum security of the data.

Power-BI Dashboard

Internal dashboard: the research team has an internal dashboard that allows them to access in-depth data and advanced analysis.

Public dashboard: in the future, the dashboard will be made available on the project's website, allowing the public to access the data and the study's insights.

Power BI allows connections to hundreds of data sources, including local and cloud-based sources. In the future we will consider connections to global databases. Appealing and interactive visualizations help viewers understand complex data in a single glance, enabling real-time data analysis and immediate insights. The next stage will include using advanced AI capabilities to recognize patterns in the data, create immediate reports, and provide natural language question answering.

Records of Meetings

The research team's meetings are recorded and summarized by an AI system, ensuring an accurate and detailed record of all discussions and decisions, including task assignment.

neaman.org.il