

Campus Crossroads: Non-Jewish Student Perceptions of Jews and Israel

Executive Summary

This report analyzes how non-Jewish college students perceive Jews and Israel, based on a January-February 2026 survey of 1,007 U.S. undergraduates. Students came from both private (26.3%) and public (73.7%) institutions, with schools spanning all 50 states and the District of Columbia.

The findings show that anti-Jewish bias is widely visible on campus, but also that most students support institutional action and inclusion - creating both risks and opportunities for universities.

Nearly half (48.3%) of non-Jewish students reported witnessing or experiencing anti-Jewish behavior on campus or in digital campus-related spaces in the past year, and a slight majority (52.1%) perceive such prejudice as at least “a little” prevalent. Yet campuses are not consistently preparing students to respond: only 5.3% reported receiving antisemitism-specific training.

Problematic beliefs are common but unevenly distributed. About 47.6% of students endorsed at least one anti-Jewish attitude, though more entrenched views are concentrated in a smaller subset (19.2% holding three or more). Notably, this represents nearly one in five students indicating agreement with half or more of the tested attitudes, underscoring the scale of more entrenched views. This pattern suggests that, for a meaningful minority, these attitudes are not isolated responses but form a more consistent cluster of anti-Jewish beliefs, which may have greater implications for campus climate and targeted interventions. Attitudes toward Israel are similarly mixed: while 18.1% expressed greater sympathy for Hamas than Israel, most students (69%) affirm Jews’ right to an independent country and large majorities are comfortable with Israeli academic participation.

Importantly, 85% of students support university action to address anti-Jewish behavior, though support is lower among those holding anti-Jewish beliefs. Many students believe peers would defend Jewish classmates, yet most also think expressing support for Israel carries social risk - highlighting tensions in campus climate.

Overall, the data point to a campus environment where anti-Jewish behaviors are visible and sometimes normalized, but where a broad base of students remains open to education and

institutional leadership. The report concludes that proactive, mandatory antisemitism education - paired with clear policies and consistent enforcement - is the most effective path to strengthening campus inclusion and preventing further normalization of anti-Jewish bias. Closing the gap between the very small minority who report exposure to education specifically addressing antisemitism and the many who report encountering anti-Jewish behavior across campus settings is critical. This can be done through coordinated action aligned with ADL's Six Asks, including visible leadership, strengthened Title VI infrastructure, consistent policy enforcement, expanded antisemitism-focused education and dialogue, regular climate assessment, and reaffirmed faculty responsibilities.

Introduction

Anti-Jewish bias on college and university campuses is often discussed through the lens of Jewish student, staff and faculty experiences; incident reports; or formal campus climate surveys. While these tools are essential, they capture only part of the picture. Anti-Jewish bias does not exist in a vacuum: it can be shaped, reinforced, and challenged by the attitudes and behaviors of non-Jewish students who make up the vast majority of campus communities. Student beliefs, perceptions, and levels of social tolerance ultimately influence whether anti-Jewish bias becomes normalized or remains marginal. When anti-Jewish rhetoric is dismissed, excused, or misunderstood, it can quietly embed itself into campus culture. When it is clearly challenged and rejected, its influence diminishes.

This report widens the lens. Building on ADL's longstanding [research](#) into the experiences of Jewish students, staff, and faculty, the ADL [Ronald Birnbaum Center to Combat Antisemitism in Education \(CCAIE\)](#), the ADL [Ratings & Assessments Institute \(RAI\)](#), and College Pulse conducted a campus study from **January to February 2026** focused specifically on the perspectives of non-Jewish students.

The study draws on a survey of **1,007** non-Jewish U.S. college students to examine how anti-Jewish bias and anti-Israel bias is perceived, interpreted, and responded to within the broader student body. These attitudes help determine whether anti-Jewish rhetoric and biased anti-Israel narratives are marginalized or normalized, whether extremist rhetoric is rejected or absorbed, and whether students support or reject efforts to make campus a more inclusive place for members of the Jewish campus community.

We intentionally chose this approach instead of a traditional campus climate survey. Climate surveys often measure perceptions of institutional inclusivity or aggregate feelings of safety, but they rarely probe specific beliefs, moral boundaries, or bystander attitudes among non-target populations.

Furthermore, incident audits are [vulnerable to underreporting](#)¹ and track what is reported after harm occurs. They do not reveal the underlying attitudes that allow such incidents to occur or escalate.

By surveying non-Jewish students directly, this report shifts the focus from reaction to prevention. Understanding what students believe, what they normalize, and where they draw - or fail to draw - lines around anti-Jewish behavior is essential for designing effective educational interventions and policies. The data reveal both troubling patterns, such as widespread exposure to anti-Jewish ideas and limited trainings on antisemitism, and important opportunities, including broad support for addressing anti-Jewish behavior and greater comfort with Israeli presence on campus than activist rhetoric might suggest. Overall, the study points not to a uniformly hostile campus, but to one in which harmful attitudes coexist with meaningful opportunities for education and allyship.

Many Non-Jewish College Students Encounter Anti-Jewish Behavior on Campus

Nearly half (48.3%) of non-Jewish college students reported experiencing or witnessing anti-Jewish behavior, either on campus or in digital campus-related spaces, at least once in the past 12 months. A slight majority – 52.1% – also noted that anti-Jewish prejudice was at least “a little” prevalent on their campus. These findings indicate that anti-Jewish behavior is visible and ambient - not confined to isolated incidents or private experiences within the Jewish community.

Only 5% of Non-Jewish College Students Have Received Trainings on Antisemitism

Despite a growing number of institutions stating that they mandate trainings on antisemitism, only 5.3% of non-Jewish college students reported receiving such trainings. Amidst a crisis of anti-Jewish incidents on campus, this gap leaves many students insufficiently prepared to recognize contemporary manifestations of anti-Jewish behavior or to respond constructively when they encounter it.

¹ In ADL’s January 2025 Report - Campus Antisemitism One Year After the Hamas Terrorist Attacks - an overwhelming majority of students (92.5%) who had reported witnessing or experiencing an incident of antisemitism on campus noted that they did not report the incident to campus authorities. Read more at: <https://www.adl.org/resources/report/campus-antisemitism-one-year-after-hamas-terrorist-attacks>

Anti-Jewish Attitudes on Campus are Neither Isolated to a Fringe Minority nor Evenly Distributed

Roughly 47.6% of non-Jewish college students endorse at least one anti-Jewish belief. A smaller yet sizeable subset endorsed 3 or more anti-Jewish attitudes (19.2%), suggesting that anti-Jewish bias on campus is neither isolated to a fringe minority nor evenly distributed. We centered our study on just six core anti-Jewish attitudes, so these are likely conservative estimates of how prevalent anti-Jewish beliefs are among these students. To balance between conducting a broad assessment of student attitudes spanning beliefs about Jews, Israel, and campus issues, and preventing respondent fatigue while completing the survey, we restricted our evaluation of anti-Jewish attitudes to six anti-Jewish tropes and themes.²

These results suggest the need for a dual strategy for targeting anti-Jewish attitudes: broad-based education to address widespread misconceptions, alongside efforts to empower students with few or no anti-Jewish attitudes to recognize and confidently challenge it when it is driven by those with multiple more deeply embedded views.

Alarming Levels of Support for, and Social Acceptance of, Hamas

18.1% of students expressed greater sympathy for Hamas than for Israel, with only 8.1% noting that they sympathized with Israel more than Hamas. An even greater percentage of students – 32% – indicated that they would feel comfortable being friends with someone who supports Hamas, suggesting blurred moral boundaries around extremist violence.

Despite the Rise of BDS Activism, Most Students Are Comfortable with Israeli Presence on Campus

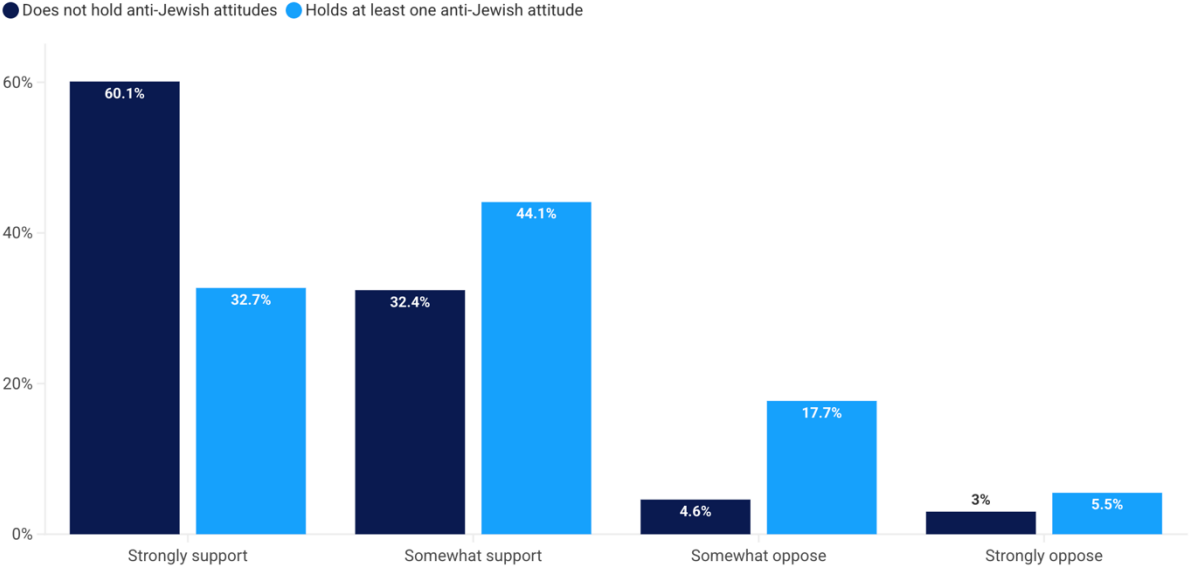
Although anti-Israel demonstrations and activism in support of the [Boycott, Divestment and Sanctions \(BDS\) movement](#) have been highly visible on campuses nationwide since the October 7, 2023 Hamas attacks on Israel, 76.3% of non-Jewish college students reported feeling comfortable taking a class taught by an Israeli professor and 69.3% disagreed with the idea of their university ending academic partnerships and exchange programs with Israeli institutions. These findings suggest that a loud minority may shape perceptions of campus climate more than the silent majority.

² The following study includes a broader list of antisemitic attitudes that ADL has examined in prior research: <https://www.adl.org/resources/report/antisemitic-attitudes-america-2024>

Most Students Support University Intervention in Anti-Jewish Incidents on Campus, but Support is Lower Among Those Holding Anti-Jewish Attitudes

A majority (76.1%) of non-Jewish college students agree that people should care more about anti-Jewish behavior and 85% support their university taking action to address anti-Jewish behavior on campus. This broad acknowledgment provides a critical foundation for institutional leadership and proactive education. At the same time, a sizeable minority (15%) report opposing university action to address anti-Jewish conduct - a deeply concerning finding that suggests some students reject even basic institutional responsibility to confront anti-Jewish incidents. Critically, support for university intervention in anti-Jewish behavior was substantially lower among students who held at least one anti-Jewish belief, falling from 92.4% among those with no such attitudes to 76.8% among those endorsing at least one anti-Jewish attitude (Figure 1).

Figure 1. Level of support for university taking action to address anti-Jewish behavior by whether respondent holds at least one anti-Jewish attitude



Note: Percentages are weighted. Unweighted sample sizes: N = 509 - does not hold, N = 498 - does hold. Results of a chi-square test using unweighted frequencies suggest that there is a statistically significant association between holding anti-Jewish beliefs and level of support for university intervention in anti-Jewish behavior ($p < 0.001$).

Anti-Jewish bias is not only a Jewish concern - it is a measure of institutional values, civic norms, and the health of pluralism in higher education. The findings of this report, drawn from non-Jewish student attitudes and perceptions, underscore the urgency for academic institutions not merely to acknowledge the scale of the problem, but to confront the cultural dynamics that allow it to persist. Incidents are visible and measurable; attitudes are more diffuse and often harder to address. Yet they are no less consequential. Student attitudes influence the social

boundaries of campus life - determining whether anti-Jewish behaviors are pushed to the margins or permitted to circulate unchecked.

Addressing anti-Jewish behaviors therefore requires not only protecting those who are targeted, but also engaging the broader campus community and strengthening the social norms that define what is acceptable. By heeding ADL's [Six Asks](#), developed in collaboration with leading Jewish communal partners, and crafting tailored, data-driven interventions, institutions can move beyond reactive responses and work to ensure that all students, regardless of background, can learn and thrive in an environment grounded in safety, accountability, and equal dignity. Specifically, ADL calls on universities to: 1) Speak Up Forcefully Against Antisemitism and Support Jewish Community Members; 2) Promote Campus Safety by Communicating and Enforcing Rules Governing Protests and Demonstrations and Policies Prohibiting Discrimination; 3) Establish a Title VI Office or Coordinator; 4) Conduct Antisemitism Trainings and Create Spaces for Civil Discourse; 5) Ensure Accountability with Regular Climate Assessments and an Antisemitism Task Force; and 6) Reaffirm Faculty Professional Responsibilities.

Encounters with Anti-Jewish Behavior on Campus

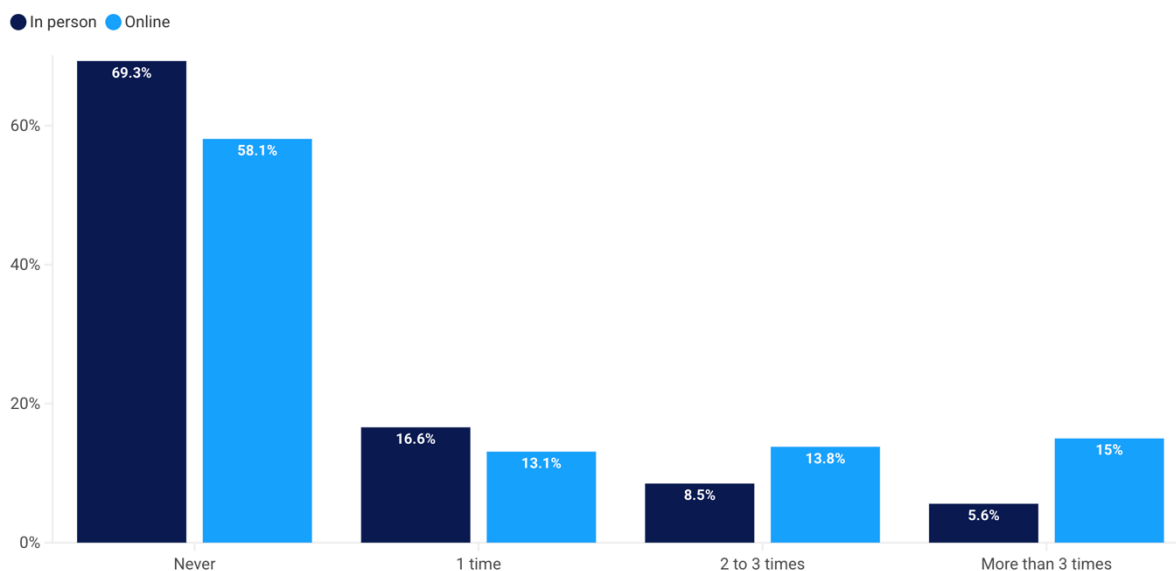
Conversations about campus climate often focus on the experiences of those directly targeted - but the data from this survey point to something broader. Encounters with anti-Jewish behavior are visible to many students across campus, including those who are not Jewish, suggesting that these incidents are not confined to private exchanges, isolated moments or targeted harassment. Instead, they form part of the wider social and academic environment that shapes how students understand what is acceptable, what goes unchallenged, and where lines are drawn around inclusion.

Almost half (48.3%) of non-Jewish college students reported experiencing or witnessing anti-Jewish behavior either in-person or in online spaces connected to their campus in the last 12 months (Figure 2). Additionally, regardless of whether they had personally witnessed or experienced anti-Jewish behavior, a slight majority (52.1%) of non-Jewish students said that anti-Jewish prejudice was at least "a little" prevalent at their school. These findings suggest that awareness of anti-Jewish bias on campus is likely shaped by both individual exposure to it and by the wider discourse circulating through student communities.

A larger share of students had experienced or witnessed anti-Jewish behavior online (41.9%) than in-person (30.7%) in the last 12 months, reflecting the central role digital platforms now play in campus life. Online spaces can amplify harmful beliefs and incidents, allowing content to spread quickly and persist beyond the moment in which it was created, increasing both visibility

and perceived prevalence. As a result, even students who are not directly targeted may still experience these incidents as part of the broader campus environment, shaping perceptions of safety, belonging, and institutional climate.

Figure 2. How often have non-Jewish college students experienced or witnessed anti-Jewish behavior in campus spaces?



N = 1,007 non-Jewish U.S. college students. Percentages are weighted.

At the same time, physical campus spaces remain important sites of concern. Students who experienced or witnessed anti-Jewish behavior in the last year had observed such behavior in a range of highly visible campus spaces, including classrooms (14.3%), guest lectures or talks (11.2%), dormitories and residential spaces (16.7%), student organizations (16.5%), campus publications (6.2%), and other settings central to student life. The presence of such encounters in academic and residential environments is particularly troubling, as these are spaces where students expect to learn, debate ideas, and build community.

Non-Jewish college students who had experienced or witnessed anti-Jewish behavior in the last 12 months had observed such behavior emanating from varied sources, though students seemed to be a primary source, listed by 45.2% of non-Jewish college students. In addition, smaller but still concerning shares of non-Jewish college students had observed anti-Jewish behavior by professors/instructors (7.9%) and teaching assistants (3.2%). The involvement of instructional staff in hateful behavior carries distinct implications: unlike peer interactions, anti-Jewish comments or behavior from faculty and teaching assistants occur within formal power structures where students may feel less able to challenge or opt out and even report incidents.

Incidents originating from academic authority figures can therefore have a disproportionate impact, shaping classroom dynamics, discouraging open participation, and raising concerns about institutional accountability and the neutrality and accessibility of learning spaces.

Taken together, the findings point to a campus climate in which anti-Jewish behavior is no longer experienced as isolated or peripheral, but as visible enough to be noticed by a sizeable share of the wider student body - including nearly half of non-Jewish students. That level of exposure signals that anti-Jewish behaviors have become a prominent feature of campus discourse and social life, not simply a concern raised by those directly targeted. The implication for institutions is clear: this is not a niche issue affecting only one community, but a broader campus climate problem that shapes how students across identities perceive safety, norms of expression, and the university's willingness to uphold inclusive standards.

Experience with Trainings on Antisemitism

Despite growing recognition that anti-Jewish behavior is a serious campus issue - and even as more campuses claim that they are offering or mandating anti-bias programming - many students are reportedly not receiving this training. Nearly half (47.4%) of non-Jewish college students reported that they had not participated in any form of anti-bias training. Given how frequently students report encountering anti-Jewish behavior in campus spaces, this gap suggests that a large portion of the student body may be entering campus conversations and conflicts without a shared baseline understanding of how to recognize or respond to prejudice, including anti-Jewish bias.

Engagement with training specifically focused on antisemitism is even more limited. Only 5.3% of non-Jewish students said they had taken antisemitism awareness or antisemitism-focused training. The implications are serious: when students lack clear education on antisemitism, harmful narratives can spread unchecked, bias can be misidentified or dismissed, and universities lose a key opportunity to prevent escalation before it reaches classrooms, residence halls, or online campus spaces.

Universities must therefore promote antisemitism education to ensure students are equipped to recognize, understand, and respond to both traditional and contemporary manifestations of antisemitism. There are multiple effective pathways for implementing this education, including integration into broader anti-bias and inclusion programs, incorporation into Title VI trainings that clarify students' rights and responsibilities under federal civil rights law, orientation modules, ongoing co-curricular programming and civil discourse programming. Without clear, universal training delivered through any such channels, campuses risk perpetuating confusion

about what constitutes antisemitism and leaving students unprepared to engage responsibly in conversations that directly affect campus safety, inclusion, and academic integrity.

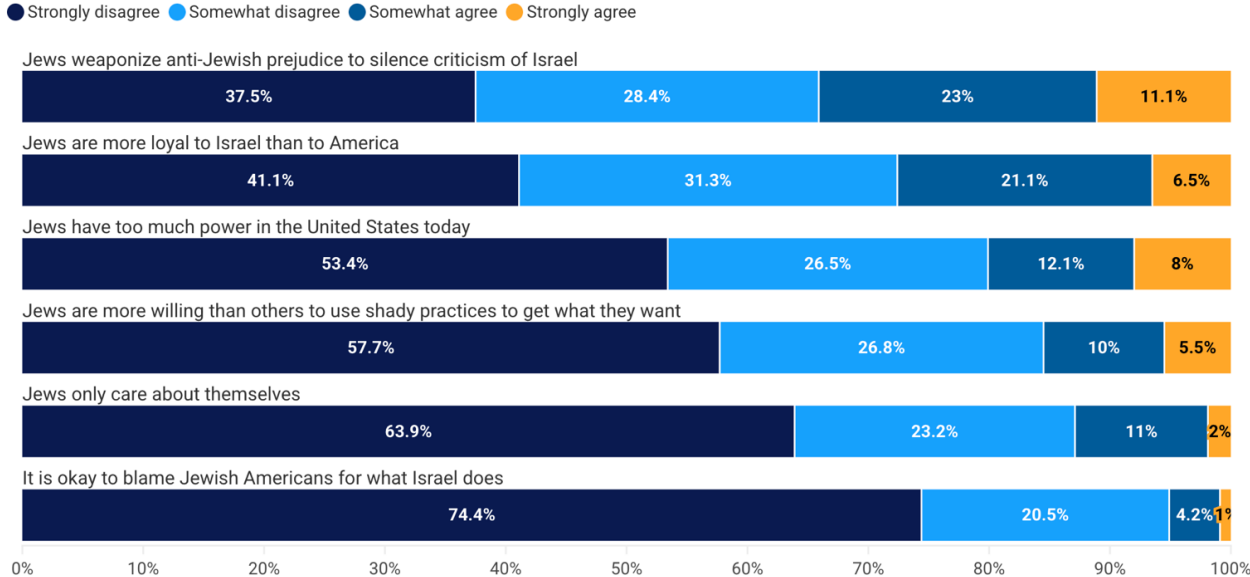
Attitudes Toward Jews and Israel on Campus

Understanding campus attitudes toward Jews and Israel is essential for interpreting the broader climate described throughout this report. Incidents and encounters do not occur in a vacuum; they are shaped by underlying beliefs, perceptions, and social norms that influence how students interpret events, respond to peers, and define what is acceptable in public discourse. Measuring these attitudes helps identify which misconceptions are widespread, where more entrenched biases lie, and where opportunities for education and allyship exist.

The data indicate that anti-Jewish beliefs are present among a notable share of students, though students vary in how many of these such beliefs they hold (Figure 3). Almost half (47.6%) of non-Jewish college students endorsed at least one of the six anti-Jewish attitudes tested, suggesting that problematic beliefs or misconceptions about Jews are not limited to a fringe minority. At the same time, more entrenched patterns – defined here as holding multiple anti-Jewish beliefs – are concentrated within a smaller subset: roughly 19.2% of students hold 3 or more anti-Jewish attitudes. In other words, roughly one in five students agree with half or more of the tested anti-Jewish beliefs, which is a notable share on college campuses. This concentration indicates that a meaningful minority of students hold multiple anti-Jewish attitudes simultaneously, raising significant concerns about the depth of anti-Jewish sentiment and its potential impact on campus climate – particularly given that underlying attitudes are typically more difficult to address than overt anti-Jewish incidents. Notably, both of these fractions are likely conservative estimates of the full share of non-Jewish college students who hold anti-Jewish beliefs, given that we centered our analysis on a small set of six anti-Jewish beliefs.

This distribution carries important implications. While broad-based education is needed to address widely held misconceptions, efforts must also focus on empowering students with few or no anti-Jewish attitudes to recognize and confidently challenge bias when it appears. The findings therefore point to a dual strategy: preventive education aimed at reducing casual or uninformed beliefs, alongside interventions that address more entrenched attitudes directly.

Figure 3. Levels of agreement with anti-Jewish statements among non-Jewish U.S. college students



Note: N = 1,007 non-Jewish U.S. college students. Percentages are weighted.

The most commonly endorsed belief – held by about a third (34.1%) of non-Jewish students – was the idea that Jews “weaponize” accusations of anti-Jewish prejudice to silence criticism of Israel (Figure 3). This framing is particularly concerning because it shifts authority away from Jewish communities in defining and describing their own experiences of anti-Jewish discrimination, effectively reframing concerns about discrimination as bad-faith or manipulative. The implication is a form of gaslighting: dismissing claims of anti-Jewish behavior rather than engaging with them seriously. Importantly, this finding aligns with patterns identified in previous ADL campus [surveys](#), indicating that such narratives have become normalized within certain campus discussions.³

³ In the September 2025 ADL-AEN Faculty Under Fire: Antisemitism and Anti-Israel Bias in Higher Education report, 63.6% of the faculty members surveyed reported being told by others on campus what is and is not antisemitism. 45.3% of the 190 respondents surveyed who are members of professional academic associations reported a similar response from colleagues in these fora. To read the report, see: <https://www.adl.org/resources/report/faculty-under-fire-antisemitism-and-anti-israel-bias-higher-education>

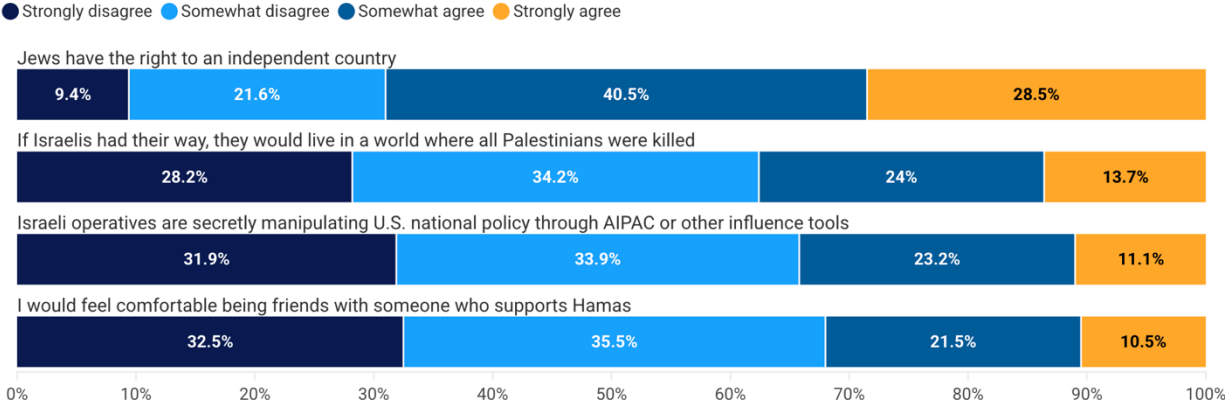
Classic anti-Jewish tropes also remain present among non-Jewish college students, with 20.1% of students agreeing that Jews have too much power in the United States today, while 15.5% agreed that Jews are more willing than others to use shady practices to get what they want (Figure 3). These views echo longstanding stereotypes about Jewish influence and manipulation, reinforcing why antisemitism education cannot focus only on contemporary discourse but must also address historic patterns that continue to shape perceptions.

Taken together, these findings show that while deeply entrenched anti-Jewish attitudes – holding multiple anti-Jewish beliefs – may be concentrated among a smaller group, problematic beliefs are sufficiently widespread to influence campus discourse, making early, consistent education essential.

Attitudes Toward Israel and the Israel-Hamas War

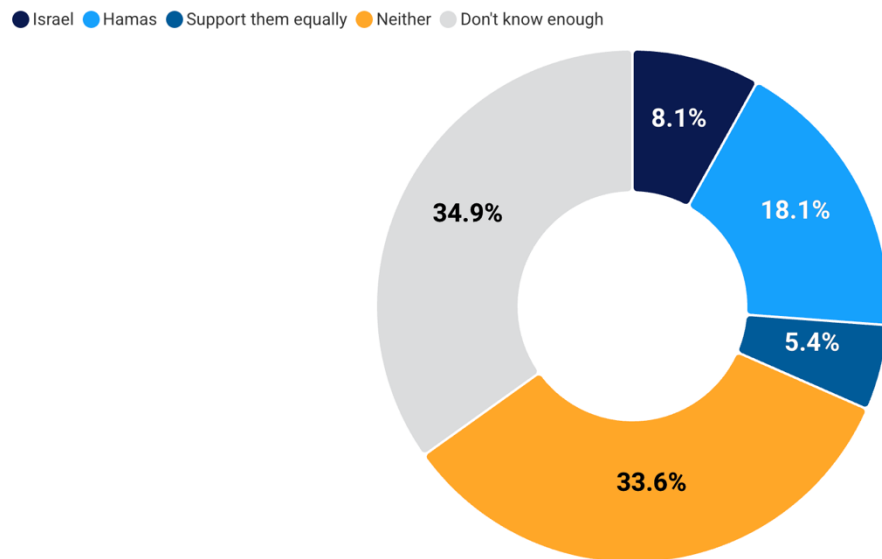
Attitudes toward Israel reveal another complex dimension of campus climate: 18.1% of non-Jewish students reported supporting Hamas more than Israel, compared with 8.1% who reported supporting Israel more (Figure 5). Furthermore, 32% said they would feel comfortable being friends with a Hamas supporter, suggesting that extreme interpretations of the conflict are reaching a meaningful share of students (Figure 4). In addition, conspiracy-oriented beliefs remain troublingly strong: 37.7% agreed that if Israelis had their way, they would live in a world where all Palestinians were killed, and 34.3% believed that Israeli operatives are secretly manipulating U.S. national policy through AIPAC or other influence mechanisms (Figure 4). These views reflect extreme interpretations that flatten a complex geopolitical conflict into absolutist narratives and mirror longstanding conspiracy tropes.

Figure 4. Non-Jewish U.S. college students' attitudes toward Israel and the Israel-Hamas war



Note: N = 1,007 non-Jewish U.S. college students. Percentages are weighted.

Figure 5. Who do non-Jewish U.S. college students side with in the conflict between Israel and Hamas?



Note: N = 1,007 non-Jewish U.S. college students. Percentages are weighted.

At the same time, the data provide an important counterpoint and source of hope. A majority of students (69%) affirmed that Jews have the right to an independent country, suggesting that despite polarized rhetoric, core support for Jewish self-determination remains intact among most students (Figure 4). This finding challenges the assumption that anti-Zionist perspectives represent a campus consensus: rather, it suggests that such views may be louder than they are widespread.

The implications are twofold. First, university leaders should recognize that misinformation and emotionally charged narratives can shape student perceptions in ways that spill into campus relationships and debates, underscoring the need for proactive, fact-based education and clear institutional messaging. Second, the majority support for Jewish self-determination presents universities with an important opportunity to reinforce informed, evidence-based understanding of Zionism and ensure that campus discourse is not disproportionately shaped by a vocal anti-Zionist minority.

Overall, the data suggest that while biased and conspiratorial anti-Israel attitudes are present and concerning, they coexist with a broader base of students who reject extreme positions - creating space for education, nuance, and constructive engagement.

Attitudes Toward Jews and Antisemitism in the Campus Context

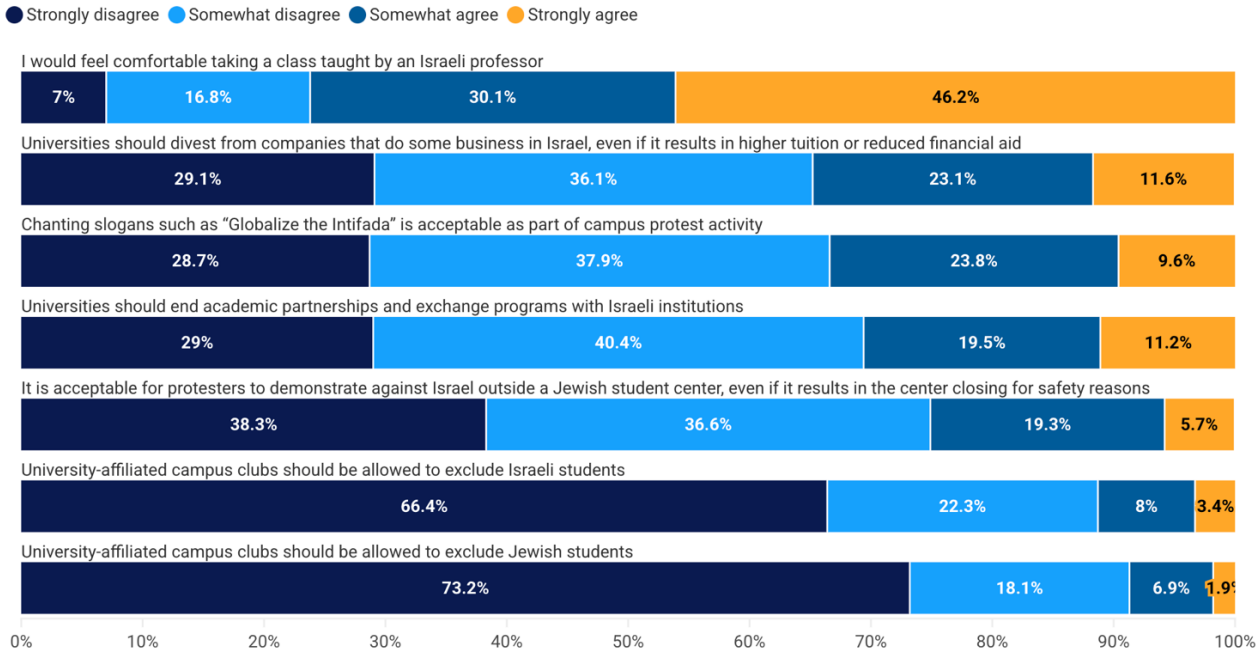
Further reinforcing the mixed picture above, the survey shows that despite the visibility of support for the [Boycott, Divestment and Sanctions \(BDS\) movement](#) and [academic boycotts](#) – as well as the prevalence of highly charged campus debates – most students continue to express comfort with Israeli presence and participation in campus life. Notably, 76.3% said they would feel comfortable taking a class taught by an Israeli professor, and 69.3% believed campuses should not end academic partnerships and exchange programs with Israeli institutions (Figure 6). These findings suggest that, despite the prevalence of calls for academic boycotts, the majority of students do not support exclusion or isolation of Israelis from academic spaces.

However, a concerning minority continues to endorse more extreme positions. 8.8% agreed that university-affiliated clubs should be allowed to exclude Jewish students, and 11.3% said the same about Israeli students (Figure 6). Similarly, a quarter (25.1%) believed it is acceptable for protesters to demonstrate against Israel outside a Jewish student center even if it forces the center to close for safety reasons, and a third (33.4%) viewed slogans such as “Globalize the Intifada” – a slogan historically [associated](#) with terrorist-driven acts of violence against Israelis – as acceptable forms of campus protest activity (Figure 6). While these positions are not held by the majority, their presence highlights real pressures facing Jewish and Israeli students and reflects how protests and political expression can intersect with questions of safety and inclusion.

The implications are significant for institutional leadership. Universities should not mistake the loudness of extreme voices for majority opinion; instead, they should build on the broader student support for inclusion and academic openness while addressing the minority views that normalize exclusion or intimidation. Reinforcing clear standards around protest, expression, and student safety can help ensure that campus activism does not cross into environments that marginalize or endanger others.

Equally important is education: through trainings and educational programming, universities should ensure that students understand the historical and contemporary meaning of certain actions, slogans, and forms of protest, particularly where their implications may not be widely understood. Providing this context can help students engage more thoughtfully, reduce misunderstanding, and support a campus environment where open expression coexists with respect and safety for all members of the community. In short, the data reveal a campus climate shaped by vocal extremes but grounded in a broader majority that supports inclusion, a foundation that universities should actively strengthen rather than take for granted.

Figure 6. Non-Jewish U.S. college students' attitudes toward Israel and Jews in campus life



Note: N = 1,007 non-Jewish U.S. college students. Percentages are weighted.

Allyship and Support for Administrative Action to Address Anti-Jewish Behavior

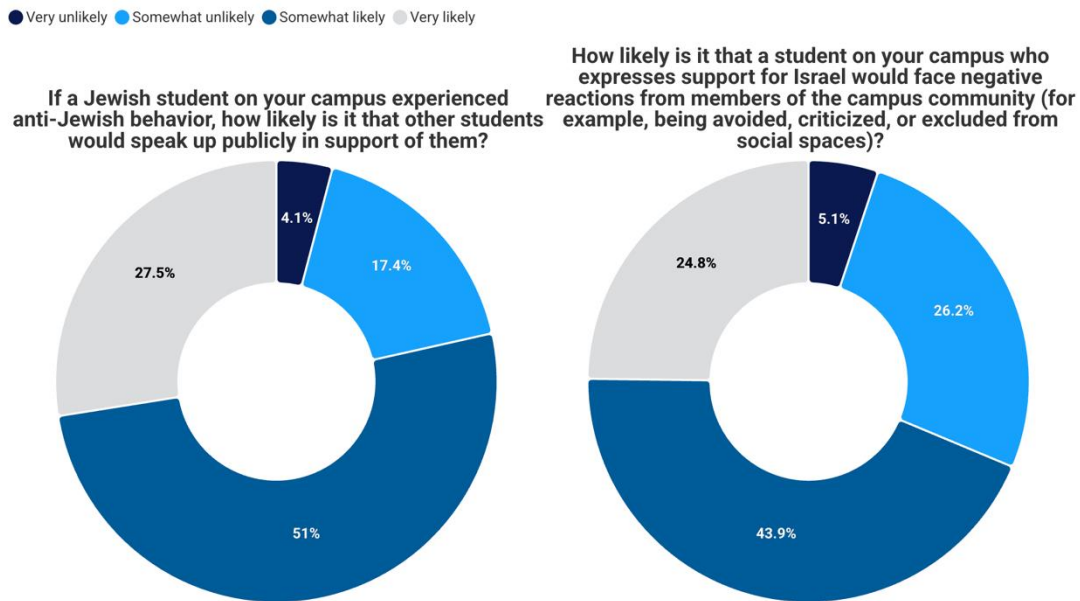
Student attitudes toward institutional responsibility and peer support reveal both areas of progress and clear points of tension. While many non-Jewish students believe universities should play an active role in addressing anti-Jewish behavior, support is not universal - and the divisions reflected in the data may help explain why institutional responses to anti-Jewish behavior on campus often can seem inconsistent or contested.

Confidence in universities' ability to respond to anti-Jewish behavior varies widely. Respondents ranged from extremely confident (14.8%) to not at all confident (6.8%), though a majority

reported being at least “a little confident” in their institution’s ability to act. Despite these varied confidence levels, as mentioned in previous sections of this report, most students (85%) said they support their university taking action to address anti-Jewish behavior occurring on or in relation to campus, whereas a sizeable minority (15%) said they oppose university intervention.

This divide highlights a central challenge for administrators: even when action is taken, a meaningful portion of the student body may question whether their institutions should intervene at all. Yet, the broad recognition that anti-Jewish behavior warrants university intervention suggests a foundation for allyship and shared responsibility within the campus community. That foundation is reinforced by perceptions of peer support: when asked whether other students would speak up publicly if a Jewish student experienced anti-Jewish behavior, 78.5% said such support would be somewhat or very likely (Figure 7).

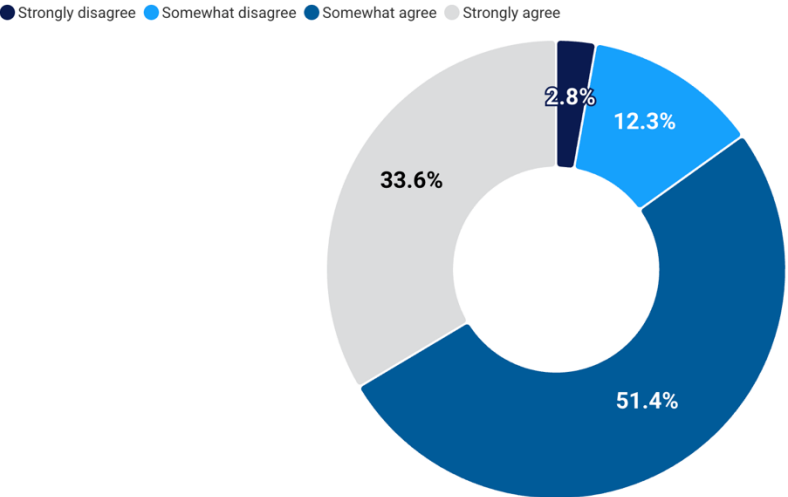
Figure 7. Non-Jewish U.S. college students’ perceptions of Jewish allyship on campus



Note: N = 1,007 non-Jewish U.S. college students. Percentages are weighted.

However, this sense that there is overall willingness to support peers exists alongside a more cautious reality. A substantial share of non-Jewish students (68.8%) said it would be somewhat or very likely that a student expressing support for Israel would face negative social reactions - such as criticism, avoidance, or exclusion (Figure 7). Despite these varied perspectives, the majority (85%) of students agreed that most students at their university care about anti-Jewish behavior and want Jewish students to feel safe on campus (Figure 8).

Figure 8. Do non-Jewish U.S. college students agree that most students at their university care about anti-Jewish behavior and want Jewish students to feel safe on campus?



Note: N = 1,007 non-Jewish U.S. college students. Percentages are weighted.

Taken together, these findings paint a nuanced picture of campus climate. Many students endorse institutional action and believe in supporting their Jewish peers, yet social and political pressures continue to shape what students feel comfortable expressing publicly. For universities, the implication is clear: addressing anti-Jewish behavior requires more than policy statements alone. Institutions must build environments where students feel confident that speaking up against anti-Jewish behavior - or expressing perspectives connected to Jewish identity - does not carry social penalties, and where clear, consistent administrative leadership reinforces that addressing all forms of anti-Jewish behavior is a core part of maintaining an inclusive and intellectually open campus.

Implications and Recommendations

The findings in this report point to a clear and urgent takeaway: anti-Jewish behavior has become visible enough that it is being noticed by a substantial share of non-Jewish students, yet campuses are not consistently equipping students with the knowledge needed to recognize and respond to it. Students report encountering anti-Jewish behavior across classrooms, social spaces, and online environments, and many acknowledge that universities should take action. At the same time, almost half of non-Jewish students report receiving no anti-bias training at all, and only an extremely small minority have reportedly participated in training specifically addressing antisemitism.

This gap between exposure and education is one of the most consequential findings of the survey - and it underscores the urgency of the educational priorities reflected in ADL's [Six Asks](#). These include institutional leaders speaking out clearly against antisemitism and supporting Jewish community members; promoting campus safety through the consistent communication and enforcement of protest and nondiscrimination policies; establishing a dedicated Title VI office or coordinator; expanding antisemitism-focused education and spaces for constructive dialogue; ensuring accountability through regular climate assessments and an antisemitism task force; and reaffirming faculty members' professional responsibilities. Together, these steps emphasize proactive training and prevention as core to improving campus climate for Jewish students, staff and faculty and all members of the campus community.

The implications are significant. When anti-Jewish behavior is widely observed but poorly understood, campuses risk normalizing confusion about what constitutes anti-Jewish bias, allowing harmful narratives to spread unchecked, and leaving students without a shared framework for reporting and responding to incidents constructively. Training is not simply an educational add-on; it is a preventative tool that shapes how students interpret behavior, support peers, and navigate disagreement. Without clear guidance, students may believe they are acting as allies while simultaneously reinforcing dynamics that undermine Jewish inclusion or contribute to social penalties around Jewish identity and expression.

Universities should therefore treat education about antisemitism as a core requirement within their campus climate strategies. Existing anti-bias and Title VI programming should be strengthened by explicitly integrating antisemitism, including its contemporary manifestations and the ways it can appear in academic, social, and digital contexts. Training should be mandatory, recurring, and delivered early - ideally through orientation and reinforced throughout a student's academic experience - so that students develop a common baseline understanding before conflicts arise. It should also extend beyond students to faculty and staff,

recognizing the influence academic authority figures have on classroom culture and the broader campus environment.

Ultimately, the data show that campuses cannot rely on goodwill alone. Good intentions are not enough without shared language, clear expectations, and practical understanding. The strongest path forward is not reactive enforcement after incidents occur, but proactive education that prepares the entire campus community to recognize anti-Jewish behavior, challenge it when it appears, and sustain an environment where Jewish students are fully included in both academic and social life. The gap between students' exposure to anti-Jewish behavior and their preparation to recognize and respond to it must be addressed - and doing so is an institutional responsibility.

Methodology

In January-February of 2026, ADL and College Pulse conducted a survey of 1,007 non-Jewish U.S. college students. ADL researchers prepared the survey instrument and the sample was drawn from College Pulse's American College Student Panel™, which includes over one million verified students representing more than 1,500 colleges and universities across all 50 states. More information about College Pulse's panel and sampling methodology can be found [here](#). To ensure that the analysis centered on the perspectives of non-Jewish college students, respondents were screened out of the survey if they identified as Jewish in terms of religion or if they identified as Jewish in some other way (such as ethnically or culturally). We used post-stratification weights in our analyses that were based on demographic distributions from the Integrated Postsecondary Education Data System (IPEDS), the National Postsecondary Student Aid Study (NPSAS), and the Current Population Survey (CPS) so that the data better reflected the actual population of U.S. college students. Prior to fielding the survey, we obtained institutional review board (IRB) approval from the Gratz College IRB.

Reflecting the [broader pattern](#) of higher rates of college degree attainment among women than men, the sample (with weights applied) was 56.8% female and 38.7% male, with the remainder of students identifying as agender, genderqueer or genderfluid, non-binary, unsure, or prefer not to say in terms of gender. Students came from both private (26.3%) and public (73.7%) institutions, with schools spanning all 50 states and the District of Columbia.

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