

Notes on the seminar activities at the Stockholm Centre for Commercial Law

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1. Introduction

This year marks a significant milestone for the Stockholm Centre for Commercial Law (“SCCL”) as it celebrates its 25th anniversary. Over the past quarter century, the SCCL has played an important role in contributing to both society and the legal field by serving as a meeting place for academia and business, advancing knowledge in Swedish and international commercial law and developing academic talent.

The SCCL probably means more to me than most. This is because the SCCL is the place where I not only pursued my PhD, but also where I met my wife some 10 years ago. Since then we have had four children, which means that the SCCL has not only provided me with an academic platform but also with a family. I really cannot see how anyone could ask for more from a commercial law research center!

From a strictly professional perspective, I have, in parallel with my role as an executive for a large Nordic bank, had the privilege over the last ten years of being active in and contributing to two of the SCCL’s Research Panels; the Panel for Insolvency Law and the Law of Personal Property as well as the Panel for Public Law and Criminal Law for Commercial Entities. The latter panel is one I also have had the privilege of creating and co-chairing since its inception (together with my good friend and colleague Professor Emeritus Claes Sandgren). In addition to participating in the work of these panels, I have had the privilege of participating in and co-managing various interdisciplinary research projects and policy initiatives under the SCCL umbrella. One such project was finalized in 2024, focusing on the Swedish corporate

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bond market, and another is ongoing, and concerns the modernization of parts of the Swedish credit security law framework.

Working with one foot in business and the other in academia has been very rewarding from both a personal and professional perspective, as the experiences and learnings from each of the two worlds cross-fertilize and contribute to the other. It is also important to point out that working within academia and hence public service offers an opportunity to work on matters-that-matter and contribute to the “greater good.” For me personally this has provided a sense of fulfillment and accomplishment grounded in the knowledge that I, at least in some small way, am contributing to advancing knowledge within my fields of research and thereby improving not only our understanding of the law but also our society.

As part of the celebration of the SCCL’s achievements, I have been asked by the editors to share some thoughts on professional training for lawyers and the in-person seminar activities taking place at the SCCL, as well as how the SCCL seminars distinguishes from business sponsored seminars, executive education and similar activities. Although these topics to some extent are distinct, they nevertheless have touchpoints and I have therefore decided to address them jointly in the following rather than splitting them up.

It should be noted that this article has been written based on my own experiences as an attendee, PhD student, key-note speaker, commentary, moderator and organizer of professional trainings and academic seminars. This self-centric approach means that the text reflects my experiences and mine only, and that I do not claim to convey any “neutral picture” of the topics addressed herein. Consequently, other persons may have other thoughts on the subject matter and may also have made experiences that differ from mine and those that are reflected herein. Finally, and it is quite possible that it is too much of a simplistic approach, but for the purpose of this article I will include social sciences as well as the arts and humanities under the umbrella term “science”. I will also base my argumentation herein on the assumption that the goal of science (generally) is to advance human knowledge, and that science (generally) pursues this goal and develops new knowledge by applying a systematic method that promotes objectivity and ensures that the knowledge produced can be independently tested and verified by third parties.¹

¹ Cf. Resnik, *The Ethics of Science – an introduction*, Routledge, 1998, p. 39, p. 49 and p. 51–52.

2. Corporate events, executive education and academia

There are multiple arenas available for discussing issues that are directly or indirectly interesting from a legal scholarly perspective.

Being active in the business world, you are often invited to *corporate events* hosted by a single corporation or *trade shows* hosted by an industry organization. These types of events can range from just a few to several thousand participants and they can address one or multiple issues/topics, some of which may touch on or even be grounded in some complex legal problem, such as an international trade law matter, a cross-border regulatory enforcement or a tax issue, etc. However, corporate events and trade shows arranged by corporations and industry organizations generally do not target the scientific community as these events are typically focused on promoting products and services, facilitating trade, creating brand awareness, providing networking opportunities for industry participants, or addressing micro or mega trends shaping industry or society. The primary focus of these events is thus not to provide an independent platform for idea generation nor to enhance the knowledge base within a particular field of academic study. And they should therefore be kept distinct from academic events curated specifically for such purposes.

As a companion piece to the above, it is worth noting that a rapidly growing development over the last 20 years or so in the Nordic legal industry is *seminars, conferences, and workshops organized by law firms* for audiences consisting primarily of current and prospective clients. Considering the number of invitations I receive each week and the range of seminar topics, it seems as if no law firm marketing strategy nowadays is complete without some sort of seminar program. These law firm seminars often address a current topic or trend in the local or international business landscape and the legal implications that come with the relevant development. The speakers at these seminars are more often than not lawyers working for the firm hosting the relevant seminar, although the internal-speakers every once in a while are supplemented by one or several star-name external guests to bring extra weight and glamour to the event. Typically, the seminars are followed by drinks and food and quite often one can notice that the time allocated for post-seminar mingling far exceeds that of the professional program.

When executed professionally, I have no doubt that these events can provide value to participants, facilitate knowledge sharing, and result in relevant business leads and, on occasion, even client acquisition for the arranging law

firm. After all, the relevant firm gets a chance to engage in in-person relationship building and an opportunity to showcase its brand, industry knowledge and legal capabilities in a very supportive environment for a qualified audience of current and prospective clients. Moreover, and depending on the number of invitees and the standing and reputation of the seminar participants, hosting an in-person select-event can function as a powerful marketing tool for the arranging law firm as belonging to a select group of invitees conveys a sense of exclusivity. Should influential industry players take the time to participate in the seminars that will of course bring additional credibility to the organizers.

However, law firm seminars fall short of qualifying as “academic” or “scientific” since they, like most other corporate events, primarily constitute marketing efforts intended to attract business rather than independent arenas created to forwarding knowledge within a particular scientific field. And as with corporate events in general, law firm seminars are not targeted specifically toward the scientific community and the ideas and findings presented at these seminars have rarely, if ever, been generated or produced by applying a methodology that meets academic standards. Nor are the spirit or structure of these seminars designed to promote a transparent and critical review of the findings fed to the participants.

Another important type of event that is occasionally confused with academic events is *professional training and executive education*. For legal professionals, as well as many other professional service providers such as auditors, financial advisors, and insurance brokers, continuous learning is vital to stay relevant in a complex and rapidly evolving business world. Many industry and trade organizations therefore require their members to annually complete a certain minimum number of professional training hours.² These types of requirements have created a large industry for professional and executive education. This type of education is of course offered not only by various private professional development firms, but also by universities where most faculties nowadays have a for-profit executive education arm targeting public and business professionals active in an area that touches the field of the relevant faculty. Executive education is when offered by universities more often than not provided in an on-campus setting and hence an “academic environment”. It is also fairly common that the universities in various marketing

² See e.g. the requirements of the Swedish Bar Association, Riktlinjer för professionell vidareutbildning av advokater, 4 December 2020, and the Swedish Institute for the Accountancy Profession, FAR:s rekommendationer i etikfrågor EtikR 4 Vidareutbildning.

efforts highlight that their executive education offerings reflect the school's academic excellence, cutting-edge research, and standout faculty.³ However, although professional training and executive education are offered by universities and take place under their umbrella, and while they undoubtedly have the potential to provide a world-class learning experience that elevates the knowledge of its participants, these types of training and education fall short of qualifying as an academic event with a scientific ambition. This is because they lack the ambition of breaking new ground and furthering knowledge within a particular research field. Instead, the ambition is limited to packaging existing research in a pedagogical way and distributing it for profit to a cohort of public servants or business professionals. The primary focus of professional training and executive education is thus on the learning experience rather than on idea generation, knowledge advancement and presentation and structured review of new research findings. Additionally, the target group for professional training and executive education is in my experience the public servant and business communities rather than the academic community.

The events arranged by the SCCL distinguish themselves in several important ways from the corporate events, trade shows, and professional training/executive education outlined above. *Firstly*, the SCCL offers the independent platform referred to above and can hence provide a neutral meeting place where representatives of academia as well as the public and private sectors can come together without any party being at risk of being influenced or smeared by underlying political or commercial interests. *Secondly*, the SCCL events aim to foster idea generation, advancing knowledge, and create an intellectual environment for the review and challenge of the ideas and research findings presented at its events.⁴ The seminars are thus intended to be research-centered, and the learning element at the seminars is, as a consequence, a byproduct of the research element. *Thirdly*, and closely related to the above, the SCCL was created to bridge the gap between academia and business, and by way of *inter alia* its seminar activities the SCCL

³ See e.g. www.hls.harvard.edu/executive-education/the-experience.

⁴ Cf. item 2 in Stadgar för Centrum för kommersiell rätt i Stockholm, Stockholm Centre for Commercial Law, SCCL, where it is *inter alia* stated that “SCCL:s syfte är att genom forskning och forskningsanknuten verksamhet bidra till utvecklingen av den kommersiella rätten i vid mening” and that the SCCL shall “anordna vetenskapliga föreläsningar, seminarier, konferenser och symposier” [NB: the italics and/or underlines in the two quotes have been added by the author].

is providing the participants in the various SCCL events with access to a network of leading researchers and industry experts.⁵ This contributes to a society and intellectual environment where thought-provoking intellectual exchanges between leading academics and industry experts can thrive also outside of the SCCL.

3. In-person academic events at the SCCL

When it comes to in-person academic events, there are in my experience two main formats utilized by the SCCL; the *conference* and the *seminar*.⁶

The more ambitious type of event is the conference (sometimes also called a symposium). A typical academic conference can easily gather over 100 participants and is normally organized around an overarching research theme. An academic conference is often preceded by a call for papers, where academics from around the world and representing various research disciplines are invited and encouraged to prepare and submit papers addressing some aspect of the conference theme. The intention is, of course, that most of these papers shall serve as the building blocks upon which the conference program is later designed, and that these papers shall be presented and discussed during the conference. To ensure the quality and legitimacy of the conference, all papers submitted for presentation shall typically be made subject to a peer review process before being accepted for presentation.

Some examples from the SCCL in this regard include a two-day conference on global trends in arbitration in June 2022, a one-day conference addressing the Swedish corporate bond market in September 2023, and a two-day conference regarding civil codes in the 21st century in May 2024. The 2023 conference regarding the Swedish corporate bond market but, to my knowledge at least, not the other two conferences was preceded by a call for papers, and the papers produced were also shared among the participants ahead of the conference. Some of the papers were presented and discussed during the event, and all papers prepared for the purpose of the conference were published a few months later in an anthology which was made available by the SCCL via open access.

Considering the above, and reflecting on what is needed to further strengthen the academic standing and integrity of the SCCL conferences

⁵ See item 2 in Stadgar för Centrum för kommersiell rätt i Stockholm, Stockholm Centre for Commercial Law, SCCL.

⁶ See e.g. www.sccl.se/seminarier-och-konferenser/.

and, ultimately, the SCCL as a leading commercial law research center, one of several low-hanging fruits is to ensure that all conferences arranged by the SCCL going forward are preceded by a call for papers and that the papers submitted are made subject to a proper peer review process prior to being accepted for presentation. I am quite sure that these simple actions will not only improve the academic quality of future conferences, but also increase the willingness of leading academics to take part in SCCL-organized events.

However, academic conferences are due to their size rather cumbersome events to organize and for a small research center with limited financial and administrative resources as the SCCL, it is simply not feasible to organize this type of high-profile events on a regular basis. The focus of the SCCL has instead been on using the seminar format as its primary academic event for discussing and sharing cutting-edge research produced by either SCCL researchers or researchers active at other institutions in Sweden or abroad.

The SCCL primarily arranges two types of seminars; PhD seminars organized by PhD students/academic supervisors active at the SCCL (which are a mandatory part of PhD studies at Stockholm University) and research seminars arranged by the Research Panels active at the SCCL.

The mandatory PhD seminars serve as a platform for doctoral students to have their research and research projects stress tested. To facilitate this testing, the PhD student is expected to distribute a draft of the whole or part of his/her thesis (depending on the stage of the project) prior to the relevant seminar to those that have registered for the same, and the seminar is then centered on a review and discussion of the draft. To avoid any biases, a designated opponent, active at a law faculty other than the one to which the PhD student and supervisor belong, is appointed and tasked with reviewing the research findings against academic standards concerning, *inter alia*, methodological rigor and originality. In addition to the opponent, there are normally a few other experts in the relevant field participating in the seminar, adding their respective perspectives on the subject matter and the research performed. This seminar format thus allows the PhD students to practice core academic skills, such as presenting for a highly qualified audience, being subject to challenge and defending a position, receiving constructive feedback as well as being open to new perspectives and ideas.⁷ Additionally, and equally important, these mandatory seminars function as project milestones,

⁷ Cf. Segerdahl, The significance of the academic seminar, The Ethics Blog, Centre for Research Ethics & Bioethics (CRB), Uppsala University, 11 April 2023, available at www.ethicsblog.crb.uu.se/2023/04/11/the-significance-of-the-academic-seminar/.

providing an opportunity for the university and the relevant academic supervisors to follow up on project progression and assess the PhD student's development and ability to meet academic performance standards as well as following through on his/her research project.

The seminars arranged by the SCCL Research Panels are quite similar to the PhD seminars in terms of format, as they bring together groups of experts to focus on a specific subject or issue and comes with an expectation that every participant shall take part in and constructively contribute to the discussion. That said, there are some key differences to be aware of. The three main ones are in my view that the (i) keynote presenters at the seminars organized by the Research Panels are typically (but not always) senior academics, justices and other public servants or industry experts, i.e. all seasoned professionals with significant experience in their respective field; (ii) seminars are only rarely constructed around a written text distributed to the participants beforehand; and (iii) the seminar format is less regulated as follow-up on project progression and other student-related aspects are irrelevant in this context.

During 2024, the Research Panels of the SCCL arranged an impressive 40 seminars (with a total of 1,791 in-person participants and hence an average of ~48 participants per seminar) on a variety of current and timeless legal topics, showcasing the full breadth of the SCCL Research Panels.⁸ When considering this number it should be noted that the statistic does not include seminars arranged during December 2024 nor the mandatory PhD seminars, which means that the actual number of seminars arranged under the SCCL umbrella is higher than 40. It is thus fair to say – especially considering that the number of conferences and Centre-level coordinated research projects have been rather limited over the years⁹ – that the lion part of the SCCL's contributions to the wider legal scientific community is originated and generated by the Centre's seminar activities.¹⁰

⁸ Verksamhetsrapport för SCCL 2023–2024, 5 December 2024.

⁹ Eftestøl, Rapport till områdesnämnden för humanvetenskap vid Stockholms universitet med anledning av en utvärdering av Stockholm Centre for Commercial Law, BI Norwegian Business School, 23 March 2023, p. 18 (with further reference to an analysis made by former Supreme Court Justice Johnny Herre and which was presented at a SCCL board meeting on 22 May 2022. See also Stockholm Centre for Commercial Law, Vetenskapliga rådet, Kartläggning av forskningsverksamheten vid Stockholm Centre for Commercial Law, 3 June 2024, p. 3.

¹⁰ The research production by individual researchers active at the SCCL must not be forgotten in this context, but my assumption (which, of course, may be incorrect) is that most

The thriving seminar activity at the SCCL gives rise to some interesting questions regarding the key building blocks of the academic seminar format and the specific elements that makes the seminar format suited for scientific activities and the distribution of scientific findings. Another interesting issue to consider is to what extent the SCCL Research Panels have incorporated these elements into their seminar activities.

4. The academic seminar, the power of the collective and some recommendations for the short-term

A seminar is according to Nationalencyklopedin (freely translated) “([...]) *a teaching format at a university or college where students are actively participating and [where the teaching is] based on a thesis, presentation or a discussion [among the students]. [-] The purpose is to train the students in scientific thinking and scientific methodology. [...]*”¹¹ This definition of a seminar leans more towards teaching, but it aligns nevertheless with my own experience of how the seminar format is intended to function and be applied also in a *university research/scientific context*. If I were to build on the Nationalencyklopedin definition, I would describe an academic *research seminar* as an event intended to facilitate a discussion of a scientific problem/finding and which is constructed around one or several expert presentations and designed to provide an opportunity for review and insightful real-time discussion (of the relevant problem/finding) as well as a learning experience and a forum for the exchange of ideas.

Nationalencyklopedin's definition and my own description of the seminar format could possibly be complemented in so forth that the typical seminar is a relatively short affair and, as mentioned above, attended by a limited group of participants of primarily academics and other experts with similar specialties or interests. The seminars arranged by the SCCL Research Panels are for example usually structured as two-hour events and designed around a keynote speaker and a few designated expert commentaries. These com-

of these researchers receive their funding from other sources than the SCCL and that they also perform their work more or less independently of the SCCL. I would therefore expect that these researchers would have had a similar production even if active at some other research institution, and against that background it would in my view be wrong to give the SCCL credit for research activities that in practice, at least to my understanding, are conducted without any real involvement from the SCCL's side.

¹¹ Nationalencyklopedin, www.ne.se/uppslagsverk/encyklopedi/lång/seminarium, search term “seminarium”. The search was made on 1 April 2025. Please note that access to the online version of Nationalencyklopedin requires a subscription.

mentaries either address the findings presented during the keynote speech or contribute with an additional layer of analysis, a fresh perspective on the topic or a combination of both. Following this, the SCCL seminars are usually wrapped up by a question-and-answer session/discussion involving the wider group of seminar participants.

Considering Nationalencyklopedin's definition and the other characteristics pointed out above, a seminar is essentially an arena for discussion and dialogue or, phrased differently, a platform for the exchange of information and opinions.¹² This means that the seminar format is rooted in an idea that interaction with and input from others are critical for broadening our perspectives and expanding our understanding of a particular subject.¹³ This, in turn, means that for a seminar to function as intended it requires active and intellectually curious participants. The latter is, however, not enough to ensure a productive seminar outcome. For that to materialize the participants must be willing to view one another as equals and be willing to reason with one another in an orderly and respectful fashion, including to jointly and with an open mind examine the issues at hand and submit to the strongest and most compelling argument.¹⁴ The seminar discussion should also reflect a variety of perspectives and views as well as include a significant element of (critical) challenge of the findings, arguments, and perspectives subject to discussion.¹⁵ To facilitate this type of diverse and transparent intellectual environment, it is essential that seminar organizers ensure that all relevant views on the subject matter are represented and given a voice. This requires, at least in my view, that the seminars are open to the public.¹⁶ An important byproduct of this diversity and transparency is that a university seminar venue also will function as a neutral meeting place for interests that otherwise lack natural arenas for networking, collaboration and exchange of ideas.

¹² Cronqvist and Mauritz, Trygga rum, kritiska rum, article in the anthology *Det goda seminariet – Forskarseminariet som lärandemiljö och kollegialt rum*, Makadam Förlag, 2016, p. 9 (p. 12–13).

¹³ Cronqvist and Mauritz, 2016, p. 9 (p. 12–13).

¹⁴ Cf. Björck, *Om kollegialitet*, SULF:s skriftserie XLI, 2013, p. 37–38.

¹⁵ Cronqvist and Mauritz, 2016, p. 9 (p. 15).

¹⁶ It should be noted that the SCCL seminars in general are open only to select individuals, see www.sccl.se/seminarier-och-konferenser/, and that the SCCL has received (in my view justified) criticism for this in the past, see Eftestøl, 2023, p. 10. Thus, one of several low hanging fruits to improve the seminar activities at the SCCL going forward could be to open up more SCCL seminars to the public. This in order to enhance the academic transparency and ensure and facilitate a pluralistic view of relevant perspectives going forward.

The elements referred to above are quite similar to those found in democratic organizational models and are not necessarily distinguishing the academic seminar from other collective structures. However, what is rather unique for the academic seminar is the assumption that no finding presented or discussed at such a seminar will ever be labeled a “finished product”. This since the academic seminar is grounded in the overarching idea that all research findings can be replaced, developed, reconstructed, or dismissed if confronted with alternative (and better) views or evidence.¹⁷ It would against this background be easy to describe a seminar as a battlefield where a simplistic survival-of-the-fittest concept applies, but such an analogy would not accurately reflect the spirit or purpose of the academic seminar.¹⁸ The purpose of an academic seminar is never to find a sole or perpetual truth, or to limit the discussion to a true-or-false outcome with winners and losers. The aim is rather to continuously strive to further our knowledge base in respect of a specific topic of scientific interest and hence accept that no research or research finding is ever complete or finished. An academic seminar should therefore be viewed as a place for experimentation or a place for trial and error, where methodological rigor can be stress-tested and research findings can be revisited and made subject to continuous challenge and refinement.¹⁹

The importance of the element of collegiality, which is inherent in many of the elements pointed out above, cannot be overstated in the context of the academic seminar.²⁰ Collegiality has been said to differentiate “a functional community from a group of individuals.”²¹ A collegial way of working is not only a multi-person working format, but a mindset built on the idea that the whole is greater than the sum of its parts. This in turn boils down to a matter of commitment among the members of the relevant collective to support one another in achieving success²², which in an academic context translate (some-

¹⁷ This idea has some touch points with Karl Popper’s claim that a scientific theory can be distinguished from a non-scientific theory since the former, but not the latter, produce findings that can be subjected to testing and which future observations may reveal to be false, cf. Popper, *The Logic of Scientific Discovery*, Routledge Classics, 2002, p. 18.

¹⁸ Dahlgren, *Seminarier som plats – torget, laboratoriet och generatören*, article in the anthology *Det goda seminarier – Forskarseminariet som lärandemiljö och kollegialt rum*, Makadam Förlag, 2016, p. 119.

¹⁹ Cf. Dahlgren, 2016, p. 122 and p. 125, and Resnik, 1998, p. 35.

²⁰ Cf. Björck, 2013, p. 37–38.

²¹ See e.g. www.realisingourpotential.russellgroup.ac.uk/collegiality-is-the-means-to-effective-teamwork/index.htm.

²² See e.g. www.realisingourpotential.russellgroup.ac.uk/collegiality-is-the-means-to-effective-teamwork/index.htm.

what simplified) into the advancement of the existing knowledge base. For the seminar format to function as intended it is thus instrumental that the seminar participants believe in the strength of collective intelligence and the importance of a shared vision when engaging in discussion. This since these elements are cornerstones in a thriving research culture and hence – as already indicated above – critical for success in a research-heavy academic setting.

As with most good things in life, the type of vibrant intellectual environment outlined above does not come without effort. It requires significant joint engineering by the organizers and the moderator of the seminar. Organizers can contribute to this by designing a focused and clear seminar theme that provides structure and serves as a guiding star for the discussion. To facilitate a good and focused discussion the organizers can also provide the participants with research papers, slides and other seminar materials in advance, thereby ensuring that the participants have time to prepare while at the same time cater for both time-efficient and thoughtful oral contributions during the actual seminar. The moderator in turn can facilitate a productive intellectual environment by promoting a spirit of inclusion and respect during the seminar. The intellectual environment is generally benefitting if sufficient time is allocated not only for the actual presentations and discussions but also for reflection, as the latter is key for learning and out-of-the-box thinking.

The seminars organized by the various Research Panels of the SCCL are in my experience characterized by or include (as applicable) most of the elements identified and emphasized above. That said there are of course, as always, room for some improvement. And as the reader may have noticed I have here and there in the text above pointed out various actions that I believe the SCCL would benefit from considering when contemplating how to take its conference and seminar activities to the next level. But in addition to these, and considering that the location of the SCCL seminars at the Stockholm University and that the seminar format as such offers an excellent opportunity for collaboration and pooling of resources, I would also recommend that the SCCL in the years to come focuses on further developing the interdisciplinary activities within the SCCL as well as (and even more importantly) its cross-disciplinary activities with academic fields that have touch-points with the SCCL research areas (e.g. Economics, Finance, Criminology, etc.). This since this type of cross-center/cross-disciplinary research activities have been fairly limited over the years, and high-quality research and effective policy propositions are unlikely to be produced in a sustainable

manner in a silo-based or homogenous research environment.²³ Top-notch research requires – as pointed out above – a diversity of perspectives, collaboration and a willingness to acknowledge the limits of one’s disciplinary expertise in order to thrive over time. Finally, and this recommendation is similar to the one I made in relation to the SCCL conferences above, I believe that the academic level of the seminar activities would be elevated if the seminars to a much greater extent than what is the case today are based on a discussion of a draft research paper and that this research paper also has been shared among the participants prior to the seminar. This approach would not only result in a tighter link between the seminars and the research activities, but in my view also facilitate a more in-depth and structured discussion during the seminars and hence cater for an even higher academic level of the events as such.²⁴ This in turn would benefit the legal community at large since judges and other legal professionals who in their day-to-day activities are making use of research findings would have access to legal research that stand on a more solid scientific foundation.

5. Concluding remarks

The SCCL has for a quarter of a century been contributing to science and society through *inter alia* its high-quality seminar program. I have in this article pointed out some of the elements that I believe are needed for academic seminar activities in general to stay true to the academic ideals and ultimately for the meeting and discussion format to stay relevant over time. I have also pointed out a few improvement areas and made a few recommendations which, if implemented, I believe will further strengthen the SCCL’s seminar activities. That said, I am very confident that our increasingly regulated, complex and intertwined world need a high-class commercial law research center as the SCCL. I am equally confident that the research produced by the SCCL researchers and that the SCCL’s seminar and conference activities will continue to add value to the legal science and our society in the years to come. I very much look forward to the next 25 years – great things and exciting opportunities are waiting ahead!

²³ Cf. Stockholm Centre for Commercial Law, Vetenskapliga rådet, Kartläggning av forskningsverksamheten vid Stockholm Centre for Commercial Law, 3 June 2024, p. 3–4 and p. 6.

²⁴ Cf. Stockholm Centre for Commercial Law, Vetenskapliga rådet, Kartläggning av forskningsverksamheten vid Stockholm Centre for Commercial Law, 3 June 2024, p. 3.

