Creating the conditions for neurodiversity and black life in the university is not about creating a space for difference, a space where difference sequesters itself. It is about attuning to the undercommon currents of creative dissonance and asymmetrical experience always already at work in, across and beyond the institution. It is about becoming attentive to the ways in which the production of knowledge in the register of the neurotypical has always been resisted and queered despite the fact that neurotypical forms of knowledge are rarely addressed or defined as such. Through an exploration of diagrams of power/knowledge in the context of the university, this paper moves with the urgency of undercommon modes of learning to ask how else learning can happen and what the stakes are in retaining the university as we know it as the paradigm for education.